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ABSTRACT

This report describes results of the second year of a three-year extension of an Office of Education-funded program to prepare teachers and teacher aides to work with exceptional children in the regular classrooms. Emphasis was placed on three major areas: the training of teachers and aides, community involvement and institutional change, and the development of materials. Continued evaluation of progress of handicapped and more typical children at the laboratory school training setting indicated that their achievement and self-concept levels have been maintained or enhanced. Evaluation of trainee progress indicated that attitudes were improved and tendency to individualize increased, but that the use of attitudes and skills attained was largely contingent on the involvement and support of principals and superintendents where they were to be employed. Evaluation of impact on the community and institutions was couched in terms of activities that occurred partially because of project promotion. The progress report included 23 appendixes which contain details of program materials. (Related documents ED 043 598, ED 054 069.) (Author/MJM)

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Director's Annual Progress Report

for

"A PROGRAM TO ASSIST EDUCATIONAL PERSONNEL TO TEACH STUDENTS OF WIDE VARIABILITY IN REGULAR CLASSROOMS."

July 1, 1971 to June 30, 1972

by

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I. Introduction:

This report has been written to pull together relevant data and to provide some interpretation so that this project's staff and other interested parties can profit more from resources which have been expended during the current year. The format for this report is similar to that used in the previous annual report, which is available from the Education Resources Information Center (ERIC) under the designation of ED 054 069. These two reports were written to be used independently, but there is a substantial amount of information in the previous report which is not covered here. A third and final report will be published at the end of the 1972-1973 school year when this project is terminated under the current Education Professions Development Act (EPDA) grant.

Three major goals were written into the original proposal, and a fourth was added to encompass the scope of the project. Several objectives were written to delinate more fully desired results from the project. Those objectives were divided into two categories (project objectives and performance objectives) at the request of the Institutional for Education Development (IED), which was making an evaluation of several Bureau of Education Professions Development (BEPD) projects during fiscal year 1971. The project objectives were used primarily for the orientation of laboratory school master teachers to desired training outcomes in various classrooms which make up the practicum setting for the project. (They are published in appendix T of this report.) The performance objectives were used to evaluate the effectiveness of project efforts in bringing about desired results by the total project. (They are published in the context of data "On Trainees" in appendix A of this report.) The four major goals of the project will be presented here in the context of a brief statement of respective educational needs.

A. Goal 1: To retrain experienced teachers and train auxillary educational aides to assist handicapped children and educationally impoverished children to reach a higher level of learning potential in the regular classroom.
Need: Better preparation of teachers to meet the individual needs of children has always been a laudable goal. However, traditionally teachers have been best prepared to teach the hypothetically average child. This prompted the development of an array of supportive and often separate services to meet the needs of special children. These children became known for their differences, rather than the things which they had in common with other children. Now for better socialization of all children, and other reasons, it has become more desirable that the needs of children should be met as much as possible within the regular classrooms by the regular teacher. For this expecially demanding role, teachers need additional training and the support of other

personnel. Educational aides can be of great assistance to the teacher in fulfilling that role, particularly when they are trained concurrently with the teacher.

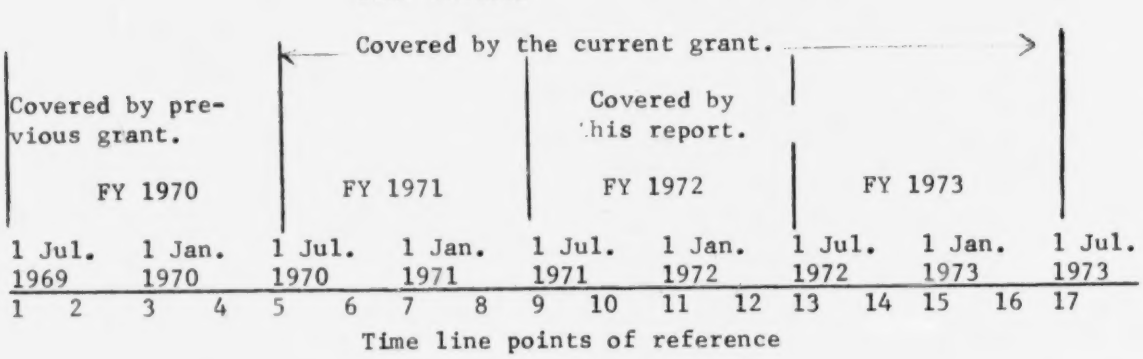
B. Goal 2: To use the team approach as a positive force for the development of skills and understandings of human relationships requisite to effective participation in a team enterprise with division of labor and limits of autonomy identified for each participating member.
Need: Teachers have traditionally been trained to function singly without considering the skills requisite for working in teams. In order to use aides effectively, and draw on other resources desirable for promoting learning (especially for teaching handicapped children), teachers must be assisted in the development of skills required for team work. Likewise, aides must acquire the skill of playing different roles within the team as various situations may require. Opportunities for team interaction and training for both teachers and aides currently occur primarily on the job where consultation and flexibility are very limited.

C. Goal 3: To affect change in the teacher-education program by providing multiple opportunities for early entry as well as conventional entry to training experiences in pre-kindergarten through sixth grade programs to know, to be aware, and to become more sensitive to the handicapping conditions to learning.
Need: The acceptance of the needs listed above indicates a need for the revision of teacher education programs. The potential of various methods of observation, study, and practicum participation in classrooms to provide realism and relevance in learning is a resource which is largely untapped and should be more fully investigated for use in preparation of people seeking positions in educational professions. If EPDA projects are to have a significant impact, the results of these endeavors must become an integral part of educational institutions. Only in this way can any long range effectiveness in meeting the needs listed above be obtained.

D. Goal 4: To involve agencies from the community in the educative process for the enhancement of learning for all children, and for facilitation of constructive interaction between schools and communities.
Need: Data from studies such as the Coleman report have indicated that factors other than those found in schools are of critical importance in promoting learning by children. Yet, school personnel are usually uncomfortable working with parents and agencies outside of the school. Therefore, efforts are necessary to prepare teachers and other school personnel to work with agencies outside of the schools, and to help those agencies be more compatible with and supportive of school programs, so that children will stay in school for an optimum learning experience.

II. Operation of the Program:

A. Planning:



Much of the ground-work for the time covered by the current grant (fiscal years 1971, 1972, and 1973) was laid during an initial one year grant for fiscal year 1970. Facilities used and the mode of training, through an interaction of seminar and practicum experiences at the U.S.U. Edith Bowen Laboratory School, have remained basically the same. Three of the underlying goals have also remained the same. However, there have been some significant changes in staff makeup and scope of project orientation. Each of these will be considered in terms of the above time line in the discussion which follows.

Plans for the proposal, which was eventually funded to cover the current grant period, were initiated during the summer of 1969 (point 1 on the time line above). The person who is currently serving as project director was selected at approximately point three on the time line above to serve for the grant period. She began to play a major role in project activities, in addition to her other full time university responsibilities in the spring of 1970 (point 4 above). The most significant of these project activities was the making of visits, with the director of the laboratory school, to all of the districts which were to send participants to the project for training. These visits were made to confer with top level district administrators in the development of cooperative arrangements that were to be used throughout their involvement with the project, and particularly to outline guidelines for the recruiting of participants who would receive training at the project (emphasizing that preference should be given to individuals from minority and low income groups). These activities were essential in cementing relationships and stimulating the involvement of minorities, but they had to be accomplished before time or funds could be provided through the grant under which the staff was to work.

A major shift in orientation was presented to EPDA Project leaders at a Kansas City conference in the late fall of 1970 (point 6 on the time line). At that time instructions were given to the directors of this project to incorporate plans for promoting institutional change and community involvement into the plan of operation which was to be submitted for fiscal year 1972. It was nine days (November 25, to December 4, which included the Thanksgiving weekend) from the time the director arrived back on campus to the day on which the plan of operation was to be mailed. This left insufficient time for any meaningful type of involvement with community or institutional representatives. An additional major goal (number four as cited in the introduction) and objectives written into the plan of operation all had to be formulated intellectually on the basis of reasonable possibilities which were desirable from the point of view of project philosophy. A half-time "community coordinator" was added to the staff to aid in expanding the project's role in the community. He did an outstanding job of involving parents (see appendix A, "Impact on Institutions" and appendix P), but the influence and talents of any one person would not extend across the entire area where institutional change might be promoted.

Shortly after the reorientation to focus on institutional change and community involvement had occured, another reorientation began to take shape (as is apparent with the benefit of hindsight). In the early spring of 1971, (point 8 on the time line) at least three impressive letters, from different sources, requesting information on whether and what kinds of tools or products had been developed through the project were received and answered with samples. It should not have come with much surprise that in September, 1971, (point 10 on the time line) shortly after the year covered by this report began, development of products was to be a new priority. Guidelines for the plan operation for fiscal year 1973, to be submitted by October 1, 1971, included a major emphasis on production of "instructional units." Even though those guidelines were directed at fiscal year 1973, planning and primary development of those materials had to occur this year if they were to be ready for testing and refinement during the final year (FY 1973) of the project. This shift took a great deal of attention off of the orientation which was coined two years ago for implementation during the past year. The shift to product development was undoubtedly in keeping with the interests of the Bureau of Education Personnel Development (BEPD), but it made criterion established for evaluation less appropriate.

Recommendations as to how planning could have been more effective must be couched in terms of what type of program was to be implemented - (1) training, (2) institutional change, or (3) the development of materials. The project was involved in all three during the period covered by this report. Whenever training is the central concern, released time is essential for recruiting of trainees and the laying of plans with administrators where trainees will be employed after they complete their training. This activity should begin at least one year

before training begins, in order to (1) give prospective trainees an opportunity to set appropriate expectations about the type of training they will receive, and (2) insure administrative support is given to those people when they have completed training. Follow-up support and monitoring of trainee utilization of preparation should continue for at least one year after they have been re-employed in naturalistic settings.

Whenever institutional change and community involvement are the central concern, adequate time must be alloted so that prominent people in those social systems can be involved in the planning phase. Generally, only one or a selected few (commensurate with project resources) of the infinite number of selectable institutions or communities should be locked upon as targets in which to implement change. This is particularly true if an accountability model of meeting criterion specified in objectives is to be engineered. Unless there is some way of getting involvement (e.g. control over reinforcers, activities of interest to, or leadership respected by members of the target institution or community) there is little likelihood that change will be effected. Fortunately, the project director and staff of this project had considerable prominence in professional organizations in the state and were able to influence many of the factors to which professionals in the state were exposed. However, the net effect of this influence is only just beginning to emerge (see appendix A, "Impact on Institutions").

Whenever development of materials is the central concern, there must be an explicit understanding of what is entailed. As was learned from Walter Borg and others at the EPDA materials conference in Washington, the type of knowledge and expertise required to package materials is not abundantly available. The time lapse between conceptualization in a communicable form (which is the most creative and knotty problem) to production in an operational form for dissemination is almost certainly greater than one year. (Other aspects of planning for materials development will be discussed below under Dissemination.)

B. Participants and Staff (see appendixes I & J for names):

Districts involved were intentional selected because of the relative high incidences of minority group children in their schools. Areas represented vary from rural remote to the core of the second largest city in the state. It is becoming increasingly apparent that having a concentration of trainees from a particular area with common experiences is important in the implementation of project preparation. Whether this caused trainees to be more likely to use their training or whether it is symptomatic of administrative support given to utilization of preparation is not as yet discernable, but it is evident that where trainees have an opportunity to interact after employment their morale and enthusiasm for project training remains higher.

Selection of trainees was made by administrative personnel in participating districts where they were to be hired in order to insure more fully the utilization of their training at completion. With the current difficulty encountered by many teachers in getting jobs and the uncertain employment prospects for aides (see appendix A, "Impact on Trainees," Objective #8 for amplification), this has proven to be a very desirable procedure. As was noted under A above, administrators in the various districts were given criteria to follow in selecting personnel. Most important of these beyond commitment to employ those sent was that representatives from minority or low income groups be given priority in recruiting. Unfortunately, certified people from minority groups from all the districts were not available to fill the sixteen teacher positions; however, six of the sixteen aides (37.5%) did represent minority groups. (That is considerably better than the 10% minority representation in the district involved which has the highest incidence of minority population.)

Getting minority representation among the trainees and staff is becoming increasingly difficult. "Affirmitive action" policies on university campuses, teacher corps, and other federal programs have increased competition in attracting minority group members. Availability of minorities with high school diplomas or less is still fairly good, but their employment as aides has become less likely as school district budgets have become hard pressed.

C. Program Operation:

The training program continued in a format similar to that used in previous years. Practicum experiences occurred in the laboratory school classrooms (where handicapped children are integrated) each morning from eight to twelve. Seminars (see appendix U for topics) were designed to the needs and interests of participants and were held from one to three on Monday, Tuesday, Thursday and Friday afternoons. Each Wednesday from one to four, the teams (master teacher, certified teacher from a participating district, student teacher(s), and paraprofessional aide from a participating district), which worked together in practicum during mornings in each classroom met to staff and plan for the needs of children. During previous years, university staff from the departments of elementary and special education had been assigned to meet with each team. This process was discontinued to create more realism for participants, who would not have professors available on a regular basis in home situations. The program as outlined in the proposal, and described above was fully implemented. All trainees stayed for the scheduled duration of their training. The year was noteworthy because there was seldom an atmosphere of crisis because of any of the participants.

Evidence indicated that satisfactory progress is being made toward goals 1 (preparing teachers and aides to work with handicapped children), 2 (preparing personnel to work in teams), and 3 (making changes in the teacher education program.) Progress on number 4, (community interaction with the schools) is less clear beyond the extent to which parents have been involved. Commendable efforts have been made at becoming involved with mental health and migrant council activities, but effectiveness of those activities as yet is not clear.

D. Dissemination:

Appendixes B,C,D,E,F, and L are samples of tools or explanations about tools that have proven useful in evaluation at the project setting. Other materials were reported in appendixes B through G and R of the previous annual report (available under the ERIC designation of ED 054 069) or are in development for dissemination next year.

Appendixes B,C,D, and E in this report are most appropriate for the evaluation of the impact on trainees of programs in which participants are involved directly with children in regular classroom settings. Appendix F in this report is of primary value for instruction and record keeping about the characteristics of children. It is also useful in evaluating the impact of a program on children. Appendix L is most appropriate for evaluating and studying the self concepts of pre-school to adolescent children.

The materials published in the previous annual report would probably be of most interest to classroom teachers of elementary school children. Topics of those materials were:

1. Kindergarten perceptual - Motor Activities
2. A Stud of Self-Concept and Human Relationships with Six-Seven - and Eight - year olds (to enhance self-concept and social adjustment of children
3. In Mathematics (adapting instruction to the child)
4. Creative Expression (facilitation of expression for classrooms of children with wide ranges of ability)
5. Evaluation of an Audio-Tutorial Proceedure with Math Deficient Fifth Graders, and
6. A tool for assessing Basic Reading Skills and Concepts.

One of the basic questions that must be answered in any dissemination process is, 'why would someone want to use this material'? Regardless of how altruistic one might think people are, the evidence seems to indicate that unless some sort of an incentive is provided, new materials will seldom leave the shelf. The Far West Laboratories Minicourses, involving one of the most rigourously tested packaging systems, constitute a case in point. An evaluation of reasons for their use (which the author made for U.S.U.) indicated that the primary reason for expending the extra energy to expose oneself to the micro-teaching proceedures was to receive university credit in order to be placed higher on the salary schedule. Another reason was to get credit for recertification to continue employment as a teacher. Tools like these may be very useful

and/or effective, but unless the user has felt a need (either attracted to or forced to) to expend the energy to learn and implement the new systems, it probably will not be used. If this is true, we must consider the ethics of advertising products and creating and/or tieing in to incentive systems.

An alternative to this is to place people in a learning (laboratory) situation where the tool is being used, have them see it being used, use it themselves, and have the option of adopting it into their permanent repertoire (perceiving, behaving, becoming).

E. Evaluation (see appendix A for an amplification):

1. Impact on Children:

Standardized instruments were used to gather self-concept and achievement data on children at the laboratory school. This data can be used, not so much to evaluate the effectiveness of the training, as to monitor the impact of a training program on children who reside at the training setting. Inferences as to the capacity trainees have gained at the project to work with children can best be made from data gathered on children when trainees are employed in naturalistic settings (some favorable evidence of that type is provided in appendix G).

Self-report and teacher rating data from which to infer self-concept were gathered at the beginning and end of the academic year. Evidence of enhanced levels of self-concept were found concurrently on both measures for both special* and typical children. Findings of moderately high test - retest reliability on both measures and moderately high interrater reliability on teacher ratings were interpreted as contributors to the first substantial evidences of concurrent validity ever found by the author in his studies or in published literature. This evidence indicates desirable types of impact on children by the project, but in the long run the demonstration that paper and pencil self-concept measures can be shown to have some validity may be more significant.

Metropolitan Achievement Tests (MAT) have been used to gather data each spring during the past four years at the laboratory school to monitor achievement progress of special and typical children. The data, when looked at from the context of the past year or progress over a series of years, indicate that typical children show comparable or increased progress with each year in spite of many shortcomings inherent in the standardized test approach to data gathering. MAT data also can be interpreted to indicate that special children do not perform

*Children from learning adjustment classes for the emotionally disturbed have been integrated into the regular classroom since the project's inception. Only one child has been returned to a self contained learning adjustment classroom. (That was done because the continuous involvement of university students in all classrooms provided an insurmountable degree of distraction for the child.)

significantly better in succeeding testing until they master some of the phenomena associated with reading. The firmest conclusions that could be made about using standardized tests with special children was that it was a negative experience for them and the results were not very meaningful. Anecdotal evidence and parent responses were encouraging and a much more useful tool than test data both in planning programs for children and making critical evaluations.

2. Impact on Trainees:

Several psychometric measures were used on a quarterly basis to measure attitudes. Assessment on less than a semester basis did not indicate significant changes within the group. Small group conferences and behavior check list ratings on a monthly basis were most useful in providing a forum for dialogue and interaction with trainees. Behavior checklists were used in the practicum setting by master teachers, and small group discussions were held during seminar periods. Both the conference and checklist formats offered an opportunity for staff to indicate the direction of desired change and for the trainees to give feedback on how they felt things were moving. Posttest minus pretest data gleaned from trainees during each eighteen - week training period indicated the following:

a. Enthusiasm for major themes emphasized during the training period remained high. A significant increase in enthusiasm was measured in attitudes toward "educating exceptional children in regular classrooms" and "community control of the schools."

b. Self-concept assessment indicated that there were no significant changes on the level of self-concept of trainees as a group, but fluxuation within scores of individuals revealed that a great deal of self-examination and reality orientation had occurred during the training period.

c. Attitude assessment with the Minnesota Teacher Attitude Inventory, (A measure of attitudes empirically determined to be conducive to "harmonious relations" in the classroom) revealed significantly improved attitudes in all groups.

d. Behavior checklists used to assess student centeredness, as a measure of individualization, indicated significant progress on a monthly basis while at the project, and follow-up into districts after trainee employment indicated that regression had not occurred below the eighty percent criterion that had been established in objectives.

e. Teacher and aide groups did not attain statistically significant gains on a test to tap their general knowledge of special education concepts.

f. The employment rate of teachers after completion of training was at or above the ninety percent criterion established in objectives. The employment rate of aides in various groups was approximately eighty percent. The extent to which trainees, especially aides, were able to use their preparation after completion of training, was largely a function of committments made by administrators in districts from which they came. (Return on questionaires mailed to past participants was approximately fifty percent on the first mailing. A followup certified letter raised the return to about ninety percent.)

The most important contributor to the attainments noted above is without a doubt the setting afforded by the university laboratory school and the teachers therein who supervised the practicum and staffing activities for participants. The setting afforded the opporunity for elements from the university, particularly the College of Education, to be blended with children. Intellectual contributions tended to take on more meaning when they were translated by the reality that was provided by children.

The informal seminars which occurred on four afternoons each week were another factor which was essential to participant training. Topics (see appendix U) and formats that involved participants were determined in curriculum planning meetings. In this way participants had some control over and responsibility for their program. One of the most important components of the seminar activities was the weeks devoted to the study of minority cultures. This was of special importance in Utah and to Cache Valley in particular, where many people have not associated with people from minority groups. People such as Julian Bond, brought in by the university, served to complement the program which the project sought to provide for participants. These activities confronted participants and staff with some very challenging experiences. Experiences shared at the project by participants and staff served in many cases to cement relationships that will last for a lifetime.

Follow-up visits with trainees to where they are or are to be employed will continue at least through the next year when the grant period ends. Situations in which they work vary greatly, making comparative evaluations of effectiveness impossible. However, it is encouraging that trainees are given the responsibility for a disproportionally large share of title I or other types of disadvantaged children. Visits during the next year will be used primarily to give support and to test instructional packages which are being developed at the present time.

3. Impact on Institutions:

Evidence of a program's impact on any institution is not likely to be forthcoming in a short period of time. If this were not so, our society would be unstable. In view of this, it seems appropriate that some of the evidence reported here should be in terms of information which has been introduced to bring change about and that indications of change should be expected only in preliminary forms.

a. The most concrete changes have occurred within the Department of Elementary Education. Those are: (1) earlier and more meaningful involvement with children by university students, (2) the development and dissemination of instructional materials by laboratory school staff, and (3) the implementation of a new teacher education model which should provide more individualization for prospective teachers.

b. The process approach implemented in the project has gained some recognition within the university community on the strength of the national recognition it has received; however, the extent of project influence in the university context still leaves much to be desired.

c. Orientation programs given in public school districts and at the laboratory school site have been well received, and have promoted a climate in those districts in which trainees have generally been able to implement new approaches. The climate is now conducive to further involvement and productivity.

d. The appearance of several prominent figures has promoted community causes consistent with project objectives. The most notable result of these is the extent to which parents are being involved in child study groups at the laboratory school and other schools within the community.

e. Project and laboratory school staff have been influential in professional organizations in the state. Their status in that regard is increasing, and they are serving to promote inter-institutional programs up to and including the university level.

f. Impact on other federal programs is growing with project prominence. Attendance by project staff at several national invitational conferences on future developments in education are indicative of the project's status on that level. Hopefully, inputs into the ABT associates evaluation of the thirteen exemplary EPDA programs in the nation will also be instrumental in promoting constructive change in future educational processes.

CHANGE!

WHO!

NOT ME!

III. Appendixes:

APPENDIX A

Research and Evaluation

This appendix will be used to present and comment upon data which were drawn during this the second year of a three-year extension to a project implemented to explore ways of preparing personnel to work with handicapped children in the regular classroom. In most cases comparable types of data were drawn during the preceding year. That information has been cited in a previous annual report which is available under the ERIC designation of ED 054 069.

In the first section of this appendix (Impact on Children), data are presented separately to indicate the progress of handicapped and more typical children respectively, even though the two groups remained integrated in the same classroom. Separate analysis serves to emphasize difficulties encountered in using standardized instruments with handicapped children, and illustrates differences reflected by the two groups.

The second section (Impact on Trainees), as in the previous report, focuses on psychometric results attributable to project effectiveness. Inasmuch as the performance objectives specified in the plan of operation were oriented to this area of concern, they will be used as an outline for the section. Data are presented in respect to each performance objective in turn, and some additional data are presented to illustrate results not specifically covered by objectives.

The third section (Impact on Institutions) is used to cite evidence of institutional change. This evidence is more qualitative in nature and less amenable to rigorous statistical analysis but in the long run may be of greater practical significance. The major emphasis is placed on the aspects of institutional change in the university community but that orientation is extended to encompass concern for other aspects of the social system especially public schools and professional associations.

1. Impact on Children:

The ultimate criterion for the evaluation of any teacher education program designed to prepare personnel to work in elementary schools is found in the extent to which personnel trained through it have desirable impact on children. However, the experimental design problems inherent in any attempt to implicate a training program for its impact on trainees, which in turn must be translated to children and reflected by them, are monumental. Attempts to assess the differential impact of different types of programs on the trainees alone are beyond the scope of most attempts at evaluation. To presume that minute differences (if any) in trainee profit from different treatments will be translated in turn to children whom they encounter is at present only theorectically possible if other than the most mundane behavioral outcomes are sought.

Yet attempts must be made to that end if an adequate technology of evaluation is to be developed. Data are presented in this section primarily to illustrate some of the inherent problems. The data also provide some qualified indications of the well being of children within the training setting, but this should not be used to imply that all the trainees have proven themselves competent to promote the same outcomes from children encountered in other settings. The latter type of inference would require data drawn in a multivariate analysis of several hundred settings (such as the one setting illuminated in appendix G). The conclusions from any such study would be questionable, at best, when the problems inherent in evaluating programs for the disadvantaged are considered. Hopefully the narative which follows will illuminate some of those problems by looking at data on the self concepts and achievement of special and more typical children at a training setting.

a. Self-Concept:

Self-concept is a hypothetical construct about which much has been conjectured and written. But as Combs and Soper[1] noted: "The self as a discrete entity does not exist." Therefore, it cannot be measured directly. Assessment can only be made through inference. Inferences can be made from self-reports (paper and pencil tests), teacher ratings (behavior checklists), and/or more informal perceptions by observers. Data which will be cited here were drawn primarily through two sources. Those were (1) the Coopersmith "Self-Esteem Inventory"[2] and (2) an adaptation of the FitzGibbon "Rating Scale for Measuring a Child's Self Concept" (see appendix L for a copy).

Two types of instruments (one self-report and one teacher rating) were chosen in order that scores from one could be used to validate inferences made from scores drawn by the other and to provide a broad base of data by which to test hypotheses about one of the several factors which should be considered in self-concept assessment. Particular interest was centered on the fact that statistically significant correlations between self-report and teacher rating scores had not been found in published literature, nor in the author's previous attempts to find relationships between the two measures.

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[1]Combs, A.W., and D.W. Soper. "The self, its derivative terms, and research," Journal of Individual Psychology, Vol. 13, 1957, p. 136.

[2]Coopersmith, Stanley, The Antecedents of Self-Esteem, W. H. Freeman and Company, 1967, pp. 265-266.

> ....there is no significant relation between the inferred self concept (from ratings) of these children and self reports.... The results of this study appear to support the theoretical position that (rated) self concept and self report are quite different conceptions. Though they may bear some relationships to each other they are certainly not to be used interchangeably as personality measures.[3]

These facts have placed the validity of self-report measures of self-concept in serious question. Because of this it seemed unwise to attempt to infer level of self-concept from only one type of measure, and further attempts to resolve reasons for lack of congruence between measures seemed to be in order. This author attempted to do this by further exploration of his hypothesis[4] about the confounding influence of defensiveness in the assessment of self-concept through self-report measures.

The Coopersmith Self-Esteem Inventory (SEI) was selected as the self-report measure after dissatisfaction was experienced with other similar measures during previous years. The SEI also offered an opportunity to monitor defensiveness with eight absolute statements (e.g. "I never worry about anything," "I always do the right thing," or "I'm never unhappy"), which formed an integral part of the test format.

The FitzGibbon Rating Scales (FRS) was selected as the teacher rating format because of its relative freedom from cultural bias. Less acceptable scales tend to focus on the importantance of middle class values (i.e., they include items like - "Keeps self well-groomed," "Does not waste time," or "Evidences strong pleasure in good work."). Coopersmith[5] has provided a behavior rating form to accompany his SEI, but preliminary use of his two instruments concurrently failed to produce scores which held a statistically significant amount of variance in common. Therefore, data drawn by pretest and posttest with the SEI was paired with teacher and aide ratings derived with the FRS. Correlations between scores derived concurrently from the two measures are depicted in Table I.

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[3]Combs, A.W., D.W. Soper, and C.C. Courson. "The measurement of self-concept and self-report," Educational and Psychological Measurement, Vol. 23, 1963, p. 498.

[4]Arneklev, B. L. "The use of defensiveness as a covariate of self-report in the assessment of self-concept among Navajo adolescents." (Unpublished Ed.D. dissertation, Utah State University, Logan, Ut., 1970).

[5]Ibid. The antecedents of Self-Esteem, W.H. Freeman and Company, 1967, pp. 267-268.

TABLE I

Correlations Between Scores Derived Concurrently from the Coopersmith Self-Esteem Inventory (SEI) and the FitzGibbon Rating Scale (FRS) for Measuring a Child's Self-Concept

				FRS
Grade 4 (N=28)	SEI	Pretest	.14	.50**
		Posttest	.43*	.43*
Grade 5 (N=25)	SEI	Pretest	.56**	.40*
		Posttest	.33	.40*
Grade 6 (N=27)	SEI	Pretest	.66**	.50**
		Posttest	.61**	.48*
Grades 4,5, & 6 Combined (N=80)	SEI	Pretest	.46**	.50**
		Posttest	.45**	.45**

*P < .05 (This correlation would have occurred by chance less than five times in one hundred.)
**P < .01 (This correlation would have occurred by chance less than one time in one hundred.)

From Table I it may be seen that statistically significant correlations were found in fourteen out of the sixteen instances and that the majority of the correlations were significant beyond the .01 level. These correlations, though accounting for less than 44 percent of the variance in any one case, are the first substantial evidence of concurrent validity between self-report and teacher rating methods used to achieve scores for the inference of self-concept. The magnitude of the correlations was equal to or greater than correlations commonly reported between different self-report measures of self-concept.

Some speculation is in order as to why correlations between the SEI and FRS were unusually high. One contributing factor appears to be the heterogeneous nature of the classes. i.e., that handicapped children were integrated into the regular setting extending the range scores on the two measures. This is not always empirically predictable because disadvantaged children could and often do score as well or better than more typical children on self-report measures.[6 & 7] Data relevant to this consideration are depicted in Table II.

[6] Soares, Anthony R., and Louise M. Soares, "Self-perception of culturally disadvantaged children," American Education Research Journal, 1969, 6, 31-44.

[7] Powers, Jerry M. et al, "A research note on the self-perception of youth," American Education Research Journal, 1971, 8, 665-670.

TABLE II

Analyses of Variance
of the Difference Between SEI and FRS Scores
Attained by Special Education Students as Compared to
More Typical Students

Instrument	Occasion	More Typical $\bar{x}$ Score (N=71)	Special Education $\bar{x}$ Score (N=9)	Average Difference	(F) Level of Significance
SEI	Pretest	37.1	25.4	11.7	27.19***
	Posttest	39.7	26.6	13.1	30.54***
FRS	Pretest	64.4	42.0	22.4	20.86***
	Posttest	73.7	49.9	23.8	22.90***

***p < .001 (This difference would have occurred by chance less than one time in one thousand.)

From Table II it may be seen that on the pretest and posttest with both the SEI and the FRS the scores attained by special students are significantly different from the scores of more typical students at well beyond the .001 level. These are consistent with the theories about depressed self-concepts among the disadvantaged and tend to promote acceptance of the data as valid. However, these data are not presented only to make that point (as inviting as that temptation may be). The important finding to be drawn from this data is that it contributed to higher correlations between scales by extending the range of scores on both indices in a consistent manner. That conclusion can be substantiated by data in Table III.

TABLE III

Correlations Between Scores Derived Concurrently
from the SEI and FRS with and without
Special Education Students in the Population

			FRS Pretest	FRS Posttest
Grades 4,5, & 6 Combined (N=80) Including Spec. Ed.	SEI	Pretest	.46**	.50**
		Posttest	.45**	.45**
Grades 4,5, & 6 Combined (N=71) Excluding Spec. Ed.	SEI	Pretest	.35**	.38**
		Posttest	.33**	.34**
Grades 4,5, & 6 Combined (N=9) Special Ed. Only	SEI	Pretest	.13	.08
		Posttest	-.23	-.21

**p< .01 (This correlation would have occurred by chance less than one time in one hundred.)

From Table III it may be seen that removing the scores of special education students from the population reduced the common variance accounted for by the two instruments by approximately ten percent in all cases. The correlations remained significant at beyond the .01 level, but the magnitude of correlations was markedly reduced. From this it may be concluded that heterogeity within the target population contributed to indications of concurrent validity between the SEI and FRS.

A second factor which probably contributed to indications of validity was the suming of two ratings made independently by the participating teacher and aide for every student in each classroom. This could tend to reduce the attenuation of correlations due to spuriously high or low ratings. The extent to which the FRS and situational factors contributed to reliability are, or course, related to that. Data indicating FRS interrater reliability are depicted in Table IV.

TABLE IV

Correlations Indicative of Interrater Reliability of the FRS**

	Grade 4 (N=28)	Grade 5 (N=25)	Grade 6 (N=27)	Grades 4,5, & 6 (N=80)	Grades 4,5, & 6 Less Spec. Ed. (N=71)	Spec. Ed. Only (N=9)
Pretest Rating	.83	.83	.91	.85	.81	.83
Posttest Rating	.78	.87	.69	.77	.72	.77

**All correlations listed are significant at or beyond the .01 level.

From Table IV it may be seen that interrated reliability was moderately high in all cases. This indicates that raters were able to conceptualize and rate the characteristics of students with an acceptable degree of reliability by using the FRS.

A third factor which probably contributed to the indications of self-concept measure validity was the extent to which test-retest reliability was maintained between pretest and posttest on the SEI and FRS. Data indicative of that are depicted in Table V.

TABLE V

Correlations Indicative of (8 month) Test - Retest Reliability of the SEI and FRS**

	Instrument	Grade 4 (N=28)	Grade 5 (N=25)	Grade 6 (N=27)	4,5,6 (N=80)	4,5,6 Less Spec. Ed. (N=71)	Spec. Ed. Only (N=9)
Correlation between pre- and post-test scores	SEI	.67	.74	.88	.75	.63	.88
	FRS	.51	.75	.88	.68	.58	.75

**All correlations are significant at or beyond the .01 level.

From Table V it may be seen that test - retest correlations were moderately high in all cases. This is of particular note in light of the eight month period of time between pretest and posttest scores from which the correlations were calculated. (The tendency of correlations to increase with grade level may also be of some significance as an indicator of the extent to which the pupils were becoming more crystalized in thought and behavior.) These data provide evidence of a third factor which has contributed to indications of validity manifested by the SEI and FRS intercorrelations.

The factors discussed above as contributors to indications of validity should accomodate the understanding of why an uncommon finding (significant correlations between scores concurrently derived by the SEI and FRS.) arose. Their occurence was probably necessary in bringing about a desired outcome. If they can be monitored and replicated with similar findings a greater acceptance of these criterion measures of self-concept would be possible.

Assuming these measures are valid, what do they tell us about the impact of the training program on special and more typical children at the laboratory school?

(1) Special Children:

On the basis of data reported in Table II it was noted that special children were significantly lower in self-esteem as measured by self-report, as well as significantly lower in self-concept as measured by teacher ratings. The question of what happened to them during the course of this year in the project then arises. Data in Table VI are presented in answer to that question.

TABLE VI

Self-Esteem and Self-Concept Progress
of Special Education Students (N=9) while Integrated
into the Regular Classroom at the Training Site

	$\bar{x}$ Pretest Score	$\bar{x}$ Posttest Score	Average Gain	(F) Level of Significance
SEI	25.4	26.6	1.2	.09 n.s.
SEI (Defensiveness)	2.89	1.33	-2.56	2.10 n.s.
FRS	42.0	49.9	7.9	1.49 n.s.

n.s.= not significantly different from zero.

From Table VI it may be seen that although the special education children who were integrated in the regular classroom attained higher self-esteem and self-concept scores at the end of the year than at the beginning, the difference was not statistically significant. Also, scores for defensiveness were lower on the average at the end of the year than at the beginning, but not to a statistically significant degree. All three of these changes were in the desired direction, indicating equal or higher self-concepts. The small number in the sample makes the attainment of statistical significance unlikely. From Table VI it may be concluded that integration in the regular classroom at the training setting was not detrimental to the self-concepts of special children as a group.

(2) More Typical Children:

When special children are integrated into the regular classroom they make substantial demands on the time and energies of teachers and fellow students. The question arises as to whether those demands detract from the extent to which the needs of more typical children are being met. Table VII reflects data relative to the self-concept status of more typical children at the beginning and end of the project year.

TABLE VII

Self-Esteem and Self-Concept Progress
of More Typical Children (N=71) while
Integrated with Special Education Children
at the Training Site

	$\bar{x}$ Pretest Score	$\bar{x}$ Posttest Score	Average Gain	(F) Level of Significance
SEI	36.1	39.7	3.6	5.92*
SEI (Defensiveness)	2.42	2.15	-.27	.71 n.s.
FRS	64.4	73.7	9.3	15.59***

*$p < .05$
***$p < .001$

From Table VII it may be seen that the self-concepts of more typical children were significantly higher as measured by self-report and teacher rating methods. The groups tended to be less defensive on the posttest, making the self-report gains even more noteworthy.

(3) Conclusions on Self-Concept Assessment:

Whether or not self-concept instruments serve to derive valid scores from which to infer self-concept is a crucial question. Data to substantiate their validity are sorely needed. Data were derived and reported here that indicate concurrent validity between a self-report and a teacher rating method of attaining scores from which to infer self-concept. Heterogeneity in the target population, and moderately high indications of interrater and test - retest reliability where cited as contributors to indications of concurrent validity.

Evidence of enhanced levels of self-esteem and self-concept were found in the special and more typical children at the end of the project year. The concurrence of findings indicative of this on independent measures in the context of equal or less defensiveness on the part of pupils is viewed as most encouraging.

b. Achievement:

Serious questions are prevalent about the appropriateness as well as the validity of various measures which proportedly measure levels of achievement in school. These questions are particularly pointed for those who advocate assessment of pupil progress as a criterion by which to evaluate programs and remunerate educators. Here again is a place at which theoretical notions far exceed the practical possibilities. A great deal of study is needed to define where various criterion measures are appropriate and what their limitations are. The remarks and data presented in this section on achievement are directed primarily to that end.

The primary tool used to assess achievement was the Metropolitan Achievement Tests (MAT). These tests had been used each spring in previous years and afforded an opportunity to gain a historical perspective on each child. The previous years scores for individuals were used as a point from which to measure growth. In this way growth in any one particular year can be compared with gain in other years in order to gage a picture of test score achievement over an extended period of time.

During the previous project year the amount of gain assessed in a more traditional pretest in the fall and posttest in the spring design was compared to the amount of gain assessed in the design mentioned above. That comparison indicated that fall to spring designs may inflate the amount of gain actually achieved in any one year, because they fail to consider regression effects that may occur during the summer.

To test this hypothesis one class was retested in the fall with the same instrument that had been used during the previous sping. Findings were that children as a group tested lower in the fall in virtually every area, but not to a statistically significant degree. The average loss on the total battery was two tenths of a grade level. Highest losses (of approximately one half year) were found in language mechanics and arithmetic computation, while the smallest losses (some small gains) were made in the area of reading. These findings indicate that gains reflected in the following tables on achievement are probably conservative as compared to gains indicated in more traditional pretest to posttest designs.

In all cases achievement data for special education children will be presented separately from that of more typical children. Table VIII is used to depict differences between those two groups.

TABLE VIII

Analyses of Variance of the Difference Between Grade Equivalent (GE) Achievement Scores attained by Special and More Typical Children (Grades 4,5, & 6)

Subject Area	Occasion	More Typical (N=71)	Special Education (N=9)	GE Difference	(F) Level of Significance
Word Knowledge	Pretest	6.00	4.11	1.89	7.52**
	Posttest	7.37	5.22	2.15	7.33**
Reading	Pretest	5.95	4.48	1.47	3.98*
	Posttest	7.24	4.74	2.50	10.32**
Arithmetic	Pretest	5.02	3.77	1.25	9.23**
	Posttest	6.13	4.72	1.41	8.12**

*$p < .05$
**$p < .01$

(1) Special Children:

From Table VIII it may be seen that those children who had been identified for special education were significantly retarded in academic areas. The average scores presented are a reflection of the extent to which individuals from either group interacted effectively with the achievement measures. Achievement in the level indicated for each of the two groups is a reflection of different factors. In the more typical group the score is probably a relatively accurate picture of achievement level whereas in the special education group the score is more a representation of the ability to read and comprehend instructions. This conclusion is increasingly apparent when the scores of special education children below the fourth grade are studied over a period of time. Until the child learns to read, the score he achieves remains at approximately the same level. That level is attained by more or less randomly marking items.

TABLE IX

Analyses of Variance of Achievement Gains
Made by Special Education Students (N=9)

Subject Area	$\bar{x}$ Posttest Score	$\bar{x}$ Pretest Score	Average Grade Equivalent Gain	(F) Level of Significance
Word Knowledge	5.22	4.11	1.11	1.09 n.s.
Reading	4.74	4.48	.26	.06 n.s.
Arithmetic	4.72	3.77	.95	2.62 n.s.

n.s.= not significantly different from zero.

From Table IX it may be seen that gains of approximately a year were attained on achievement tests in word knowledge and arithmetic. These gains did not reach statistical significance because of the small number in the group and some variability in score changes between individuals. The smallest gain in the area of reading might prompt a reader to say that more emphasis should be put on the teaching of reading. There is a presumption that if the person can be taught to perform more adequately on the test, he will be a better reader. This begs the question of what performance on the test has to do with functioning outside of school. The author can't help but speculate that the current emphasis on the 'need to read' has been generated to a large extent by the accountability advocate's 'need to test'. Whether by design or default, the special child's problem is increased by insistence that he perform in standardized ways. (Further evidence indicative of the inappropriativeness of the MAT reading section for special students is offered in appendix G.)

TABLE X

Analyses of Variance of Achievement Gains
Made by More Typical Students (N=71)

Subject Area	Posttest Score	Pretest Score	Average Grade Equivalent Gains	(F) Level of Significance
Word Knowledge	7.37	6.00	1.37	15.37***
Reading	7.24	5.95	1.29	13.08***
Arithmetic	6.13	5.02	1.11	26.01***

***$p < .001$

(2) More Typical Children:

From Table X it may be seen that more typical students on the average gained more than one year in all areas between the spring of the previous year and the spring of the current year. The magnitude of these scores and gains are restricted by ceilings on the tests which preclude some students from attaining gains. In spite of that limitation, the data are indicative of favorable progress by more typical students in a context in which handicapped children have been integrated and a training program is in progress. More definitive types of data are depicted in Tables XI through XV. These tables contain average Grade Equivalent (GE) and Average Grade Equivalent Gain (GEG) attained on the Metropolitan Achievement Tests by all of the more typical children who had been at the laboratory school since the first grade, or for three or more years if they were in upper grades.

INSERT TABLES XI XII XIII XIV & XV

From the "average composite GEG..." figures listed at the bottom of each of Tables XI through XV it may be seen that progress of more typical children has been relatively constant since the inception of the EPDA Project in 1969. These tables afford the opportunity to look horizontally at a class to compare its progress and standing in succeeding years or to look vertically to see how its standing and progress compares with other classes during a comparable year.

As was noted in previous annual reports, these average GE and GEG scores reflect some variability in the achievement of children between grade level and subject matter area. These variations could be caused by several factors which should be considered when achievement test results are used to evaluate programs. Some of those factors are:

1. number and type of handicapped children in a particular classroom.
2. number and type of more typical children in a particular classroom.
3. emotional and physical stability of trainees in a particular classroom.
4. interests and abilities of trainees in a particular classroom.
5. variations in emphasis toward relevant aspects of curriculum by various levels of the Metropolitan Achievement Test.
6. appropriateness of test content (e.g., arithmetic sub-tests are outdated, but have been retained for the contextual data which are available in other areas where the content sampled is more representative).
7. ceilings on achievement tests restricting the reported gains of some students.
8. the degree to which many children in the laboratory school are significantly above or below their grade level placement.
9. various types of curricula utilized in varying degrees in different classrooms.

TABLE XI

Composite (Reading Word Knowledge, & Arithmetic) Achievement
Grade Equivalent (GE) and Grade Equivalent Gain (GEG)

By Grade Level (Horizontal) and Year (Diagonal)

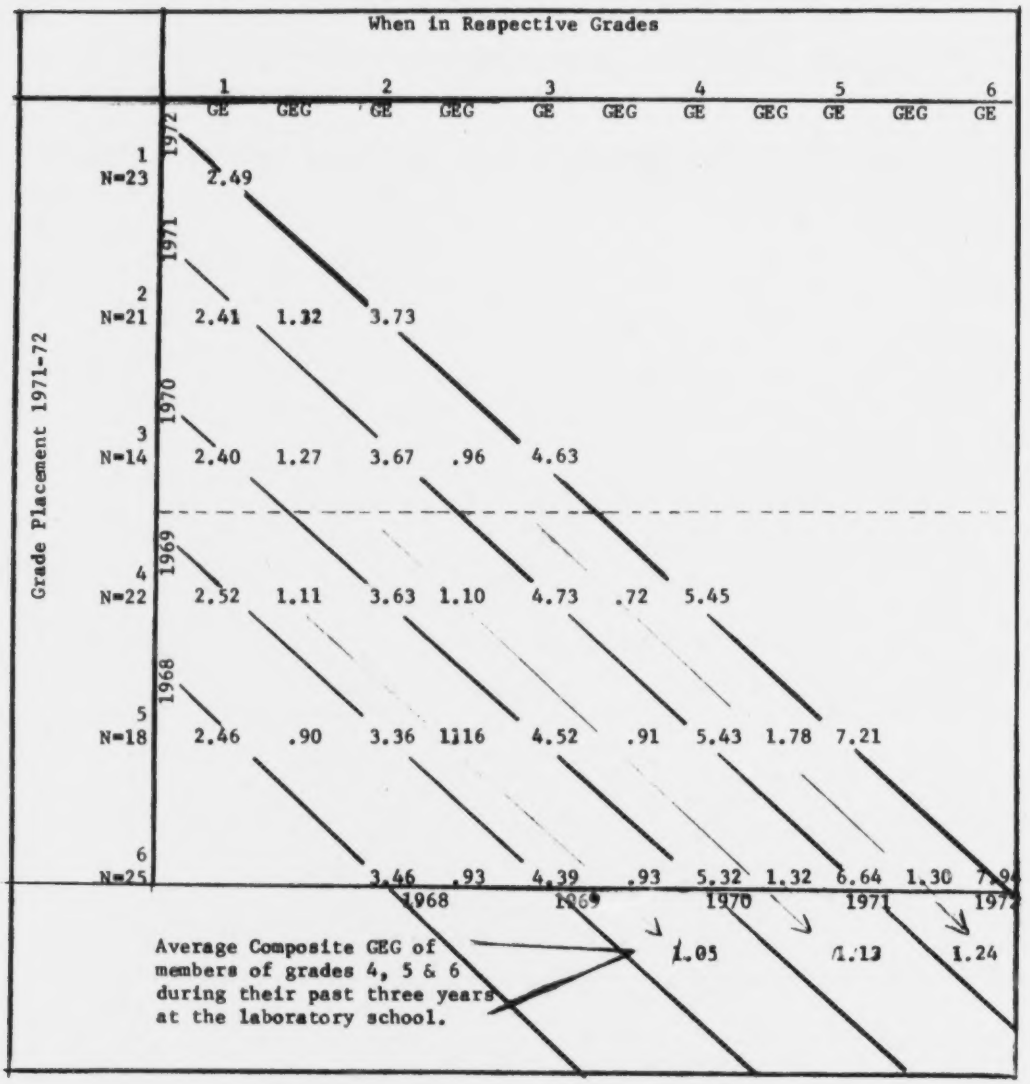


TABLE XII

Reading

Grade Equivalent (GE) and Grade Equivalent Gain (GEG)

By Grade Level (Horizontal) and Year (Diagonal)

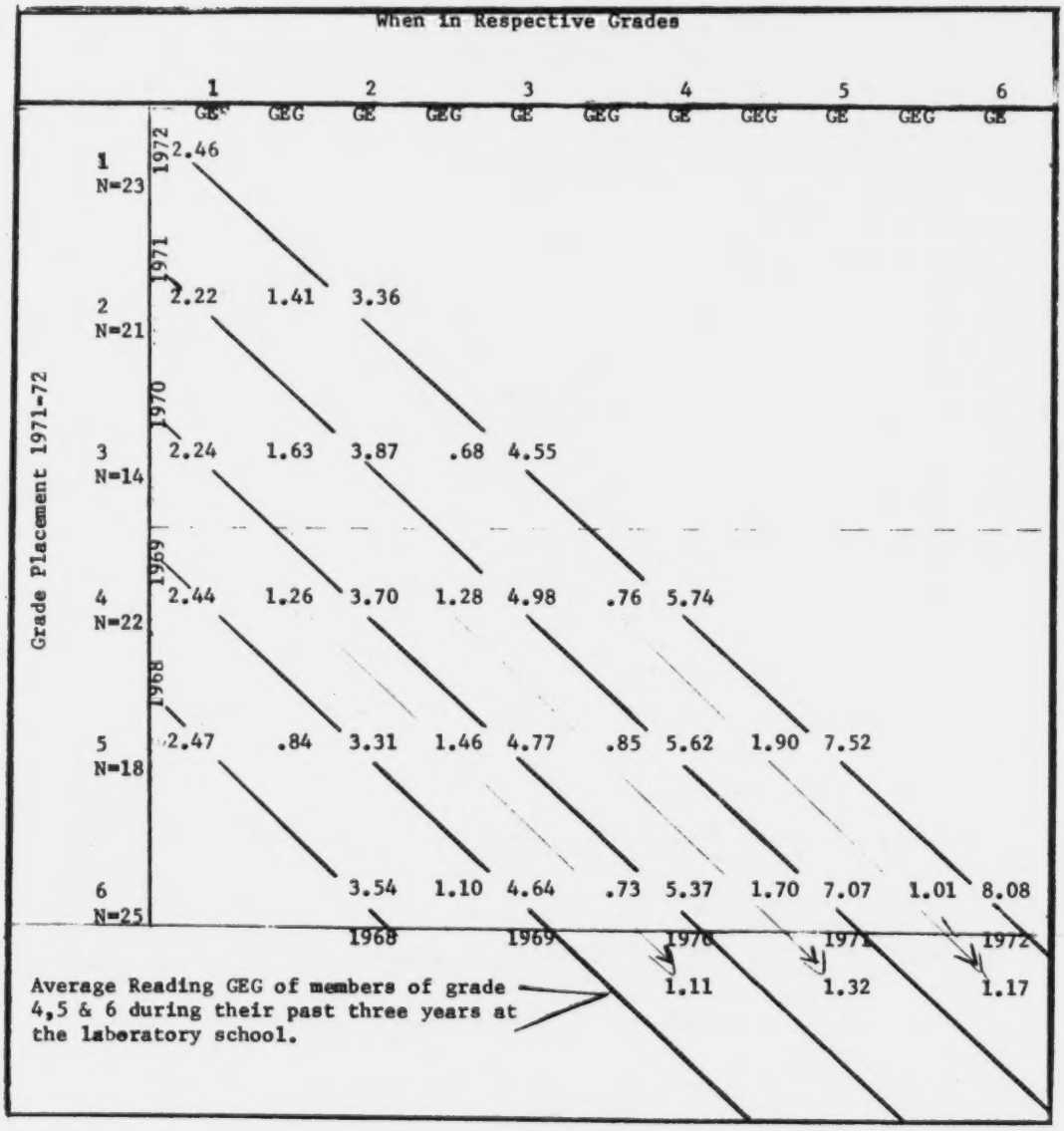


TABLE XIII

Word Knowledge

Grade Equivalent (GE) and Grade Equivalent Gain (GEG)

By Grade Level (Horizontal) and Year (Diagonal)

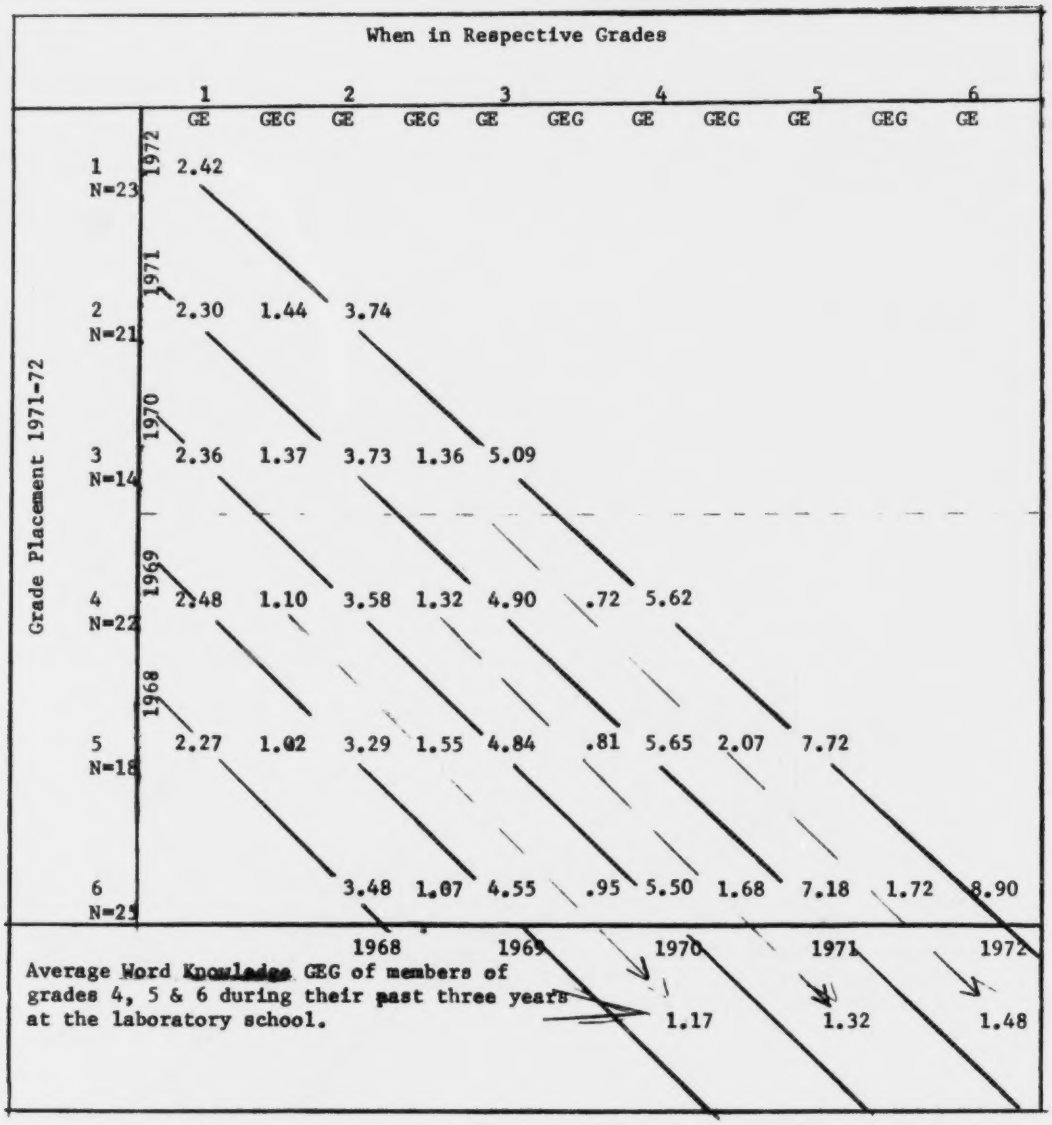
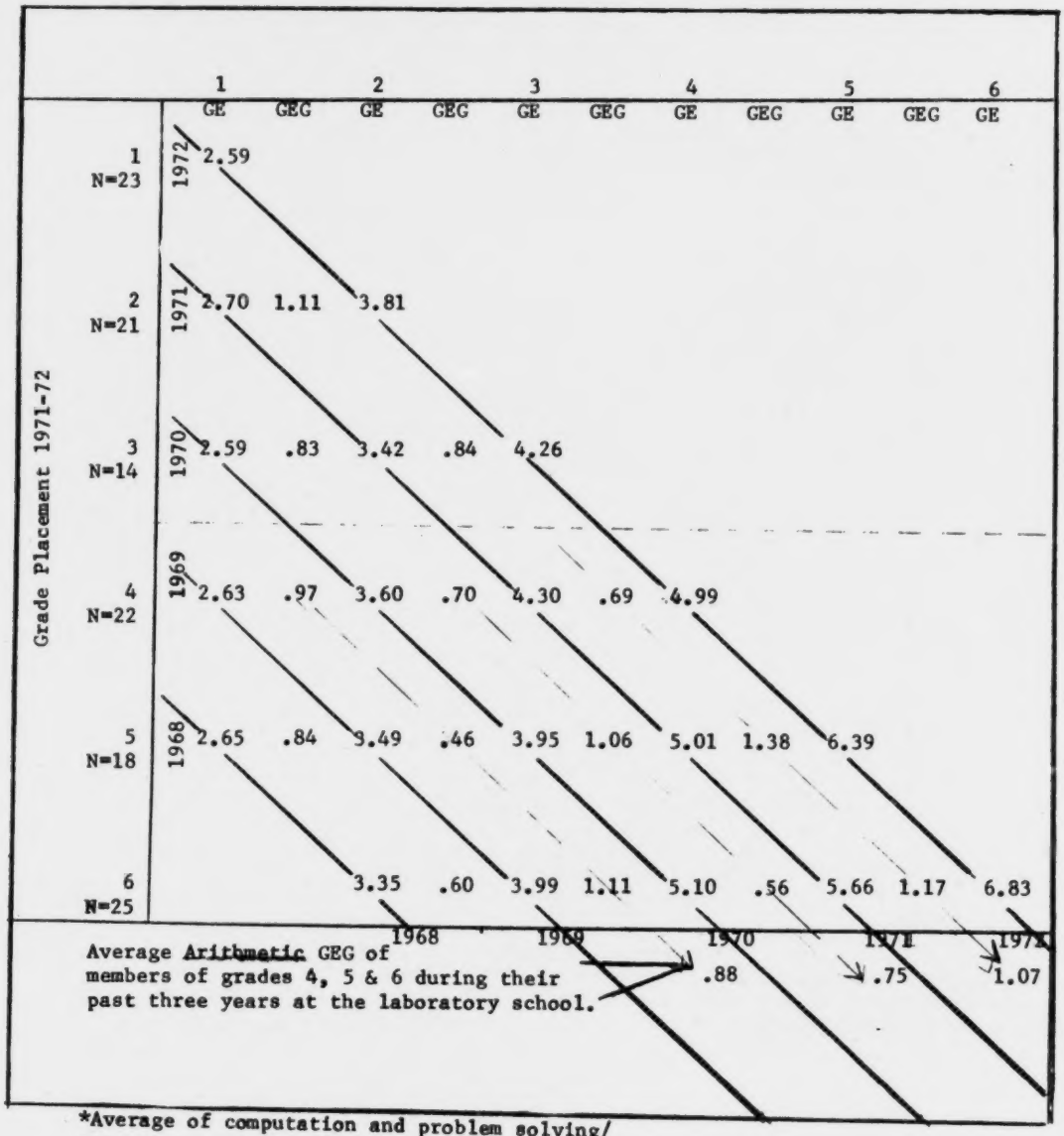


TABLE XIV

Arithmetic*

Grade Equivalent (GE) and Grade Equivalent Gain (GEG)

By Grade Level (Horizontal) and Year (Diagonal)



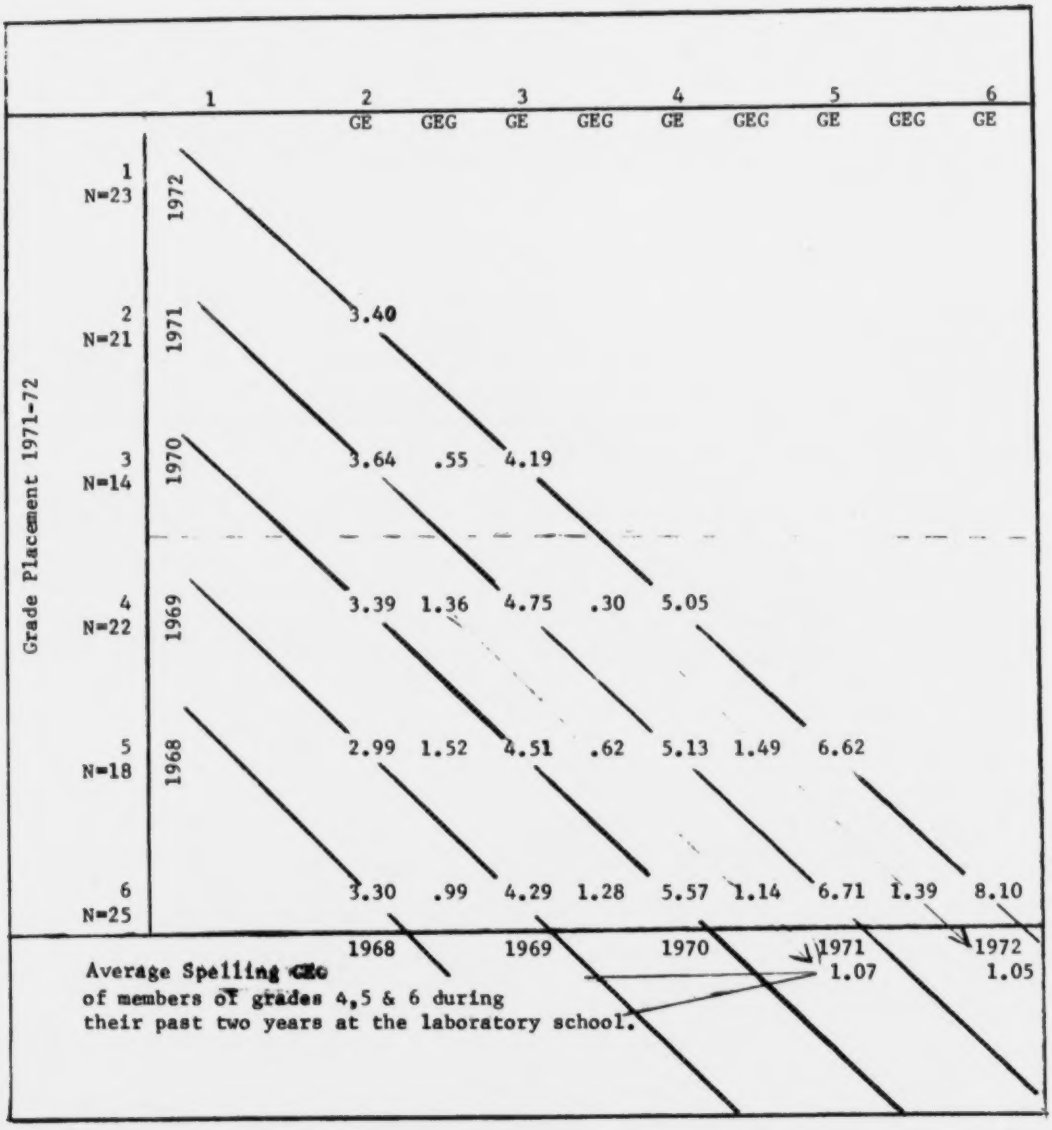
*Average of computation and problem solving/ concept scores is used in grades 3-6.

TABLE XV

Spelling

Grade Equivalent (GE) and Grade Equivalent Gain (GEG)

By Grade Level (Horizontal) and Year (Diagonal)



10. proficiency of different master teachers in using various curriculum methods.
11. commitment of different master teachers to using various curriculum methods.
12. distraction imposed by the project in requiring some master teachers to be out of the classroom for various reasons (e.g., meetings and/or follow-up visits).
13. the interaction of any or all of the factors listed above.

Attempts to control some of these factors are noteable[8]. But it is hazardous to generalize from group test data because of the myraid of factors that come into play in the assessment of the value of any one teaching act with any one child. The most significant information pertaining to any achievement score is why the child attained what he did. Unfortunately that information can generally only be reached through speculation from individual test scores and is lost in descriptive statistics.

(3) Conclusions on Achievement Assessment:

Scores of special education students are often low on standardized achievement tests. The group involved in this project fit that part of the typical operational definition. However, they completed achievement tests and demonstrated respectable test gains. The meaning of those test indications of gain are questionable, especially in cases where limited reading ability was a factor.

More typical children attained test scores of gain greater than one grade equivalent in all areas as a group. Yet, fluctuations within and between groups and subject areas make implications less clear. The only reasonable conclusion seems to be that academically the children are doing as well or better than ever in a training setting in which special education children have been integrated into the regular classroom.

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[8] St. John, Nancy, "Thirty-Six Teachers: their characteristics and outcomes for black and white pupils," American Educational Research Journal, Vol. 8, #4 November 1971, pp. 635-648.

2. Impact on Trainees:

When the proposal was written the primary concerns for assessment were focused on trainees and their progress. Thus, performance objectives were directed to that end. Those objectives will be used here as an outline. Summaries of data and discussion about the practical significance of findings will be advanced within the context of each objective.

a. Performance Objectives:

1. Objective one: Trainees (experienced teachers and instructional aides) in the EPDA Project will develop increasingly positive values (the connotative, emotional and/or affective aspect of attitudes) toward working with exceptional children in the regular classroom, team teaching, teacher aides, changes in methods of education, parental involvement, and community control as measured by semantic differentials.

2. Objective two: Trainees will develop increasingly positive beliefs (the denotative rational and/or cognitive aspect of attitudes) about the reasonableness of educating exceptional children in the regular classroom, team teaching, teacher aides, changes in methods of education, parental involvement, and community control as measured by semantic differentials.

Objectives one and two will be considered together inasmuch as assessment for the criterion specified in each objective was made by using two separate sub-scales of one instrument (see appendix B for a copy, and elaboration about the instrument, which was developed by the author). Also, because the magnitude of scores on the two scales, rating the same theme tended to be comparable (correlations ranged from .61-.96, with a median of .85). Together, the two scores (affective and cognitive) can be interpreted as indicative of the general level of enthusiasm held by trainees for themes stressed during training.

Scores attained by different groups (teachers or aides at different training periods, or between teacher and aide groups) tended to be comparable; therefore, groups will be combined in the table which follows. Interim testing between pretests and posttests tended not to reflect statistically significant changes; therefore, interim scores are not reported here. Data relevant to objectives one and two are presented in Table XVI.

TABLE XVI

Analyses of Variance of Changes in
Affective (A) and Cognitive (C) Aspects of
Trainee Attitudes
Toward Themes Emphasized in the Project
(N=31)

Themes	Aspects	Pretest $\bar{x}$ Score	Posttest $\bar{x}$ Score	Average Gain	(F) Level Of Significance
Educating Exceptional Children in the regular classroom	A	34.4	38.5	4.1	4.38*
	C	35.0	38.9	3.9	4.25*
Team Teaching	A	39.8	40.2	.4	.08
	C	40.1	39.6	-.5	.13
Teacher Aides	A	41.3	41.2	-.1	.01
	C	41.1	40.5	-.6	.23
Changes in Methods of Education	A	38.2	39.6	1.4	1.03
	C	39.2	39.5	.3	.05
Community Control of Schools	A	27.5	31.2	3.7	2.14
	C	26.9	32.3	5.4	5.12*
Parental Involvement in the classroom	A	36.6	38.6	2.0	.84
	C	36.5	39.1	2.6	1.98

*An F of 4.00 is required to be significant at the .05 level with 1/60 degree of freedom; therefore, all F levels identified with an asterisk would have occurred by chance less than five times in one hundred.

From Table XVI it may be seen that the magnitude and consistency of gains between pretest and posttest within the treatment group reached statistical significance in three instances. These were the affective and cognitive aspects of attitude toward "Educating Exceptional Children in the regular classroom" and the cognitive aspects of attitude toward "Community Control of Schools." From these data one may conclude that objectives one and two were partially achieved.

The lowest pretest and posttest scores (least enthusiasm, but still more positive than neutral) were attained in the area of "Community Control of the Schools." These scores reflect much of the ambivalence that was expressed in response to this section of the instrument. Very few of the trainees had been confronted with that issue before arriving at the project. They asked questions about what it meant on the pretest as well as on the posttest. Others expressed the idea that people with professional training were in the best position to know what was best for children in the schools. The fact that the variance of scores on this theme was generally from two to four times as great as it was in other areas tends to substantiate a conclusion of less trainee understanding of the rationale for community control.

The most noteworthy indication derivable from Table XVI is the relative stability of scores from pretest to posttest. Also, the scores represent an indication of relative enthusiasm toward the themes stressed by the project (a neutral attitude would be represented by a score of 24, while the highest possible score is 44). In several instances subjects attained the highest possible score on the pretest and in that way were restricted from showing any gain. Maintenance of these positive scores in the context of exposure to many new and challenging experiences, regression effects, and uncertainty as to usefullness of preparation away from the training context is encouraging.

The scores also reflect a possible selection factor in the type of personnel (highly enthusiastic) who arrived at the project for training. Whether the project would be as successful with a less enthusiastic, randomly selected group is questionable. At least the possibility of screening for enthusiasm should be raised as a consideration when trainees are to be selected for a comparable program.

3. Objective three: The self-concepts of trainees will become higher (P. is less than .05) through EPDA Project, as measured by pre and post project tests with the Tennessee Self Concept Scale (TSCS).

Openness to criticism has been found to be an important confounder of self-report scores of self-concept (see appendix C for further discussion). The TSCS assesses that dimension on a scale of items independent from those used to assess self-concept. Summary statistics on scores for inference of trainee self-concept and openness to criticism are presented in Table XVII.

TABLE XVII

Mean Self-Concept and Self-Criticism Scores
(N=31)

	$\bar{x}$ Pretest Score	$\bar{x}$ Posttest Score	Gain	*(F) Level of Significance
Self-Concept	354.2	358.5	4.3	2.68
Self-Criticism	32.1	31.8	-.3	.04

*An F of 4.00 is required to be significant at the .05 level with 1/60 degrees of freedom; therefore, none of the score changes noted in this table would have occurred by chance less than five times out of one hundred.

From Table XVII it may be seen that the gain in self-report of self-concept was not statistically greater than zero. Also, it may be seen that the change in mean score from pretest to posttest on the self-criticism scale was close to zero. From this one may conclude that objective three was not attained. However, some observations are in order for further interpretation of data gleaned through the TSCS.

(1) The average pretest and posttest scores depicted fall at approximately the sixtieth percentile on published norms.

(2) Scores on the pretest ranged from 242 (which is less than the first percentile) to 418 (which is greater than the ninety-ninth percentile).

(3) The extent to which scores tended to fluctuate within and between individuals is probably of greatest significance. Those fluctuations were masked in statistical manipulations; however, the inverse relationship between self-report scores for openness to criticism and self-concept is a phenomena that appeared on a regular basis, especially when people with less academic sophistication were considered. Correlations between the two scales were -.39 and -.38 respectively on pretests and posttests of trainees during the current year. This indicated that as people became more open to self-criticism their self-report scores for self-concept tended to decline, and vice versa.

4. Objective four: Trainees will develop increasingly positive values of the child's role in the process of learning, as measured monthly by the Minnesota Teachers Attitude Inventory (MTAI).

Gains in MTAI attained by trainees in various groups were similar. Magnitude of gains attained at interim monitoring testing periods did not reach statistical significance but were consistently (on a group basis) increasingly positive. Table XVIII contains data obtained from the MTAI as an indicator of attitude change in the desired direction (see appendix D for extended comment on the meaning of MTAI scores).

TABLE XVIII

Mean MTAI Scores from Trainees
(N=31)

	$\bar{x}$ Pretest Score	$\bar{x}$ Posttest Score	Gain	*(F) Level of Significance
MTAI	31.6	51.3	19.7	5.22

*An F of 4.00 is required to be significant at the .05 level with 1/60 degree of freedom; therefore, gains made on the MTAI would have occurred by chance less than five times in one hundred.

From Table XVIII it may be seen that the average gain on the MTAI between pretest and posttest was approximately 20 points. This gain was significant at beyond the .05 level. Trainees with less academic training (especially those who had not finished high school) tended to score lower on the MTAI, but the magnitude of their gains was similar to that of certified teachers. On the basis of data in Table XVIII it may be concluded that objective four was reached. This is especially significant in the light of follow up on participants in a previous year which indicated that gains were relatively stable and did not regress after personnel were placed in naturalistic settings by employment.

5. Objective five: Experienced teacher trainees will demonstrate an increasing tendency to individualize their instruction as measured monthly by a behavior checklist.

The instrument used (see appendix E for a copy and commentary) was a revision of the tool used during two previous years. The revision was made to extend the range of choices available on each item to a likert type scale from the previous dictomous true-false format. Because of this change, the magnitude of scores attained this year are not comparable to those attained by trainees in previous years. Data depicting ratings made at regular intervals for two groups of trainees are presented in Table XIX.

INSERT TABLE XIX

TABLE XIX

Individualization as Indicated by Behavior Checklist Scores

		Average Score	Gain	*t	Level of Significance
Scores for first group of Experienced Teacher Trainees (Sept. - Jan.) (N=8)	Oct.	68.50			
	Nov.	73.25	4.75	2.28	<.05
	Dec.	74.63	1.38	.61	n.s.
Scores for second group of Experienced Teacher Trainees (Jan. - May) (N=8)	Mar.	69.25			
	Apr.	70.13	.88	1.99	<.05
	May	74.00	3.87	3.55	<.01

*t's of 1.90 and 3.00 are required respectively at the .05 and .01 levels to be statistically significant with seven degrees of freedom.

From Table XIX it may be seen that progress was made during each interval. The extent of gain during different intervals varied; but in each group, scores are indicative of greater individualization after project participation. From this data it may be concluded that objective five was attained.

6. Objective six: Experienced teacher trainees will continue to apply the individualized methods which they utilized in Edith Bowen Lab. School (to a level of 80% or more of that which they demonstrated prior to leaving the project) when they are employed in their home environment, as measured by a behavior checklist.

The transfer of learning from the training setting to naturalistic settings where trainees are employed is of crucial importance. Differences between those settings, such as reduced administrative and instructional support, reduced availability of materials, increased child to teacher ratios, and extended responsibilities in naturalistic setting may be expected to attenuate desired types of teaching behaviors. But some carry-over should be visible if training has contributed to meaningful change.

Assessment of transfer effect was in part accomplished by comparing the last rating of teacher behavior at the training site to a rating made in naturalistic settings where teachers were employed. Table XX is used to depict scores of one group of trainees as they were rated at the two settings.

TABLE XX

A Comparison of Ratings of
Teachers for Individualization at the
Training Site and the Setting Where They Were Employed

Individual	1	2	3	4	5	6	7	8	Total
Training Site Score	76	71	74	71	85	72	64	84 =	597
Employment Site	61	66	79	5	54	61	55	66 =	498
Difference	-15	-5	+5	-15	-31	-11	-9	-18 =	99
Percentage of Loss									16.6%

From Table XX it may be seen that there was a 16.6% loss of rated score for using proceedures that are indicative of individualization. This loss is within the limits of acceptability as outlined in objective six; therefore, it may be concluded that objective six was achieved.

Factors that contributed to the above decline are of special note. The most important of these is the fact that aides were seldom used in ways specified on the rating sheet (see items nine and ten in appendix E). In a majority of the cases, teachers did not have the opportunity to work with aides directly as they had at the training site. This automatically reduced their scores each by up to eight points (other implications of employment practices involving aides will be discussed under objective eight). A second factor associated with large declines is the extent to which teachers received high ratings at the training site because they were doing what was necessary and natural in an ideal program. When they were subsequently employed they adapted themselves to the program there, rather than adapting the program to the way they had been trained.

The individuals who showed the least regression were those who left the training site enthusiastic about their training and/or moved directly into an environment which was seeking inovation. This points out the necessity for administrative support by employing agencies, if ideas and methods promoted during the training period are to be transferred with trainees.

7. Objective seven: Trainees will increase in their knowledge (P. is less than .01) about the characteristics of exceptional children, as measured by a pre and post project multiple choice examination.

A specified number or type of concepts was not taught uniformly to all participants during their training. However, emphasis in the seminars and the practicum was on special education. To assess the cognitive impact of this approach a multiple choice test was constructed in cooperation with the Department of Special Education. Items on the test were oriented to assess knowledge of concepts and methods emphasized in special education. Pretest and posttest scores attained by teachers and aides respectively are presented in Table XXI.

TABLE XXI

Special Education Knowledge Gained by Participants

	Posttest	Pretest	Gain	t Level of Significance
Average Score attained by teachers (N=16)	32.50	33.88	-1.38	.21 n.s.
Average Score attained by Aides (N=15)	27.93	25.00	2.93	.29 n.s.

n.s.= not significantly greater than zero.

From Table XXI it may be seen that changes in knowledge test scores between pre and post tests were not significantly greater than zero. From this it may be concluded that objective seven was not achieved when multiple choice test results were used as a criterion.

8. Objective eight: Trainees will value the training they received through the EPDA Project as measured by subsequent employment of 90% of the participants in occupations in education which utilize that training.

When this objective was written the opportunity for employment, particularly for aides, was much greater than it is now. Other attractions, particularly raising a family, or earning more as a secretary or waitress tended to make employment in education professions a function of personnel choice. Now with the apparent over-supply of teachers and tight school district budgets, opportunities for employment are more limited. Because of this change, data gathered in regard to objective eight are less of an indication of the extent to which "trainees value the training they received," and more an indication of the availability of the opportunities for employment. Data drawn in connection with this objective are useful in answering questions about the desirability of expending resources in training various kinds of people who may not have an opportunity to use that training.

All of the eight teachers who were trained during the first half of the year were subsequently employed in participating districts; thus the criterion of 90% was surpassed and objective eight was achieved as far as teachers are concerned. However, two of the eight aides trained during the first semester were not employed during the second half of the year. This meant that only seventy-five percent of the aides were employed which was short of the ninety percent criterion specified in objective eight.

A questionnaire was mailed to all personnel who had received stipends for attending training at the project during the past three years. Data presented in Table XXII reflect findings derived through that questionnaire.

TABLE XXII

Employment Rates and Training Utilization

	Teachers sent by districts	Aides sent by districts	Aides hired locally
Number of questionnaires mailed to respective categories.	41	58	10
Number (percent) of questionnaires returned from respective categories.	36 (88%)	45 (78%)	9 (90%)
Number (percent) of questionnaires returned which indicated employed and using training.	31 (89%)	36 (80%)	0 (0%)

From Table XXII it may be seen that over an extended period of time less than ninety percent of trainees in all categories found employment commensurate with their training. Of the five teachers not employed, two noted lack of positions available, and three gave personal reasons for not using training. Of the nine unemployed aides who were sent by districts, only two (from the current year) noted unavailability of positions as the reason; five others indicated family or health reasons, and two gave no reason. Of the nine unemployed aides who had been hired locally during the first year of the project, five were now going to school; two listed family reasons; one was working in a different type of work because a position was not available, and two gave no reason for not using training.

Job security for aides is becoming more tenuous. In most cases aides will not know until the next school year begins whether or not they will be employed for that year. This prompts them to seek alternatives to public school employment.

The current employment status of teachers and aides trained through the project has been influenced greatly by district commitments to the project. If for any reason a trainee moves from a district his/her chances of employment are very slim, particularly for aides. This point is emphasized by the fact that none of the aides who were hired locally are currently employed. The nature of that group (students and student wives) has a lot to do with their employment status, but even if they desired employment in the public schools it would probably not be available. As for the immediate future, the prospects for employment will probably become less encouraging.

b. Summary of Evaluation 'On Trainees':

Attitudes towards themes emphasized in the project were generally very enthusiastic when trainees arrived at the project. Attitudes improved significantly in "educating exceptional children in the regular classroom" and "community control of the schools." Enthusiasm did not decline significantly in any area which was monitored. These psychometric findings were validated by the fact that all trainees who started in the program completed their scheduled training in spite of extended travel and concerns about members of their immediate families.

Self-concept assessment by testing indicated that statistically significant changes did not occur in members of the trainee group as a whole, but fluctuations within individual scores revealed a great deal of self-examination and reality orientation.

Assessment of attitudes which have been empirically determined to be indicative of a person's ability to maintain "harmonious relations" in the classroom were significantly improved in all groups. Aides tended to score lower than teachers on both pretests and posttests, but their gains were comparable to those made by teachers.

Behavior checklists used to assess student centeredness, as a measure of individualization, indicated that teachers in training improved continually while in training. Follow-up visits to districts where teachers were employed indicated that transfer of training had occurred to a level of eighty-three percent of that which was attained while in training.

Teacher and aide groups did not attain statistically significant gains on a test designed to tap the general domain of special education knowledge.

The employment rate of teachers trained through the project was at or above the ninety percent level criterion specified in the objectives. The employment rate of aides trained through the project was about eighty percent. The degree to which trainees were using their training can be attributed to a significant extent to commitments made by participating districts to hire them on completion of their training.

3. **Impact on Institutions:**

Federal guidelines for projects dictated that provisions for insitiutional change be an integral part of every program. This was to insure that the impact of any program would be visible after trainees had departed from the training site. Initially the staff conception of 'institution to be changed' was oriented to the university setting, particularly the teacher education program. The expansion of that conception to include other institutions within the social system occurred with the growing federal emphasis on the community as a part of the total educative process. This shift was consistent with findings, such as those reported by Coleman and others; that the quality and quantity of learning is a function of a great many factors not within traditional institutions for schooling.

With this shift the scope of project concern expanded increasingly from the elementary teacher education program to the total university, parents and public school programs, community agencies, professional associations, the State Department of Education, and other federal programs. With this expanded frontier the emphasis on involvement and dissemination within and beyond the university context became of importance as a means and also as an end. The level of success in each of these areas has largely been a function of personal contact and interaction. Efforts to that end will be described in turn in this section.

a. The Teacher Education Program:

Progress in this area have been substantial, as has been indicated in the previous annual report. A new foundations course in elementary education was established which insured early exposure of prospective teachers to elementary school classroom activities. University student involvement at the laboratory school was extensive through the "big brother" - "big sister" program, methods classes, and many practicum and/or internship programs. These programs have been continued and expanded in some departments, particularly in the Departments of Communicative Disorders and Special Education (see appendix I).

A new teacher education model has been accepted by the Department of Elementary Education (see appendix M). Project staff provided significant contributions to the initial conception of that model. Some modifications have occurred from that initial conception, and probably many others will occur in the struggle for its implementation. Some of the major strengths of that model are:

(1) Self- concept development for university staff, prospective teachers, and children as a foundation for the program.

(2) the extent to which emphasis on variability is an integral part of the total program (this was initially conceived of as orientation to and acceptance of "others").

(3) the integration of the disciplines as an interrelated body of study.

(4) the emphasis on early and continued exposure to children (the rule being on "doing with" rather than "talking about").

Project activities have created the necessity for laboratory school staff to develop materials and share them with personnel (both administrators and classroom teachers) from participating districts and elsewhere. The development of these skills and the demonstration of their use has led to much favorable recognition (see appendixes M and O). Project activities have also produced an environment conducive to the use of associate teachers in the laboratory school and the use of laboratory school staff in portal schools as consultants.

b. The Total University:

Gaining interaction and recognition within the total university has undoubtedly been the area of least success. Some reasons for this problem are:

(1) growing concern with tight budgets.

(2) an awareness of an apparent "oversupply of teachers".

(3) the minds of disciplined professionals who, when talking about educational progress, say, "... as a scientist I am still concerned about finding some quantitative way of measuring these changes."

(4) the tendency to think that the best things are happening somewhere else (the pastures are always greener...).

Being selected as one of the thirteen (out of several hundred) exemplary EPDA Projects and one of the two (out of forty-three) exemplary projects in the area of special education in the country, gained some momentary recognition, but primarily in the press. Typical reactions from colleagues were "yes, I noticed that" or "that's really nice."

The most attention focused on the project came when Dr. Malcolm Davis visited. Several people in administrative positions were invited and did attend a special get acquainted meeting. Attention during that meeting tended to be more on the visitor than on the project.

The most valuable involvement from the university community has been from professors who have volunteered their talents and time to work with children in the classrooms. This has occurred many times, largely at the request of classroom teachers. Other individuals, particularly those from within the College of Education, have been most gracious in working with participants in the seminars. Overall, those who express concern about kids have been most helpful. Those that were oriented more to systems emphasizing outputs tended not to get acquainted with what was going on at the laboratory school.

c. Parents and Public School Programs:

One of the biggest innovations instituted for the current year was the parent groups (see appendix P for amplification). These were begun during the previous summer and continued in an expanded form throughout the current year. An open invitation was extended to all parents of children at the laboratory school, and special invitations were mailed to all parents of children who had been identified for learning adjustment problems. Up to four groups (ten parents per group) were in process concurrently at the laboratory school on a weekly basis throughout the year. Other groups were begun at the Hillcrest, Woodruff, and North Cache schools in the surrounding community.

Plans are well established for the continuation of the parent programs into the coming year. A "family in focus" format will be added by the psychology department next year to gain a wider audience and provide instruction to prospective counselors. Several participating districts have also expressed interest in initiating greater parental involvement in their schools, and the project will lend support to those efforts.

Several other inroads have been made in interaction with different public schools. Much of the groundwork for this was laid at a very successful "EPDA Administrators Conference" held in Salt Lake City on December 16th and 17th, 1971 (see appendix Q and R for a list of participants and the program). The conference brought together top level administrators from districts we had worked with for up to two years, and districts with which we had just begun to work, in order for them to share their experiences and concerns and for the project staff to share findings and new directions. The conference provided a common orientation and fellowship from which to move and influence their school programs. The success of the conference could be gaged by the consistent attention of participants and the applause which arose spontaneously at adjournment (also see appendix V).

Subsequent visits to the laboratory school and project by the superintendents and school boards of the Logan City and the Cache County School Districts have been important for at least two reasons.

One in soliciting the continued enrollment at the laboratory school of children from their communities, when they would prefer to receive the state distribution units for the attendance of those children in their own schools. Secondly, for providing them with a first-hand awareness of how the laboratory school and university can contribute to their schools.

Personnel from the project have visited schools in the state and in Wyoming to disseminate ideas about experiments being made at the laboratory school. Several public school administrators and parts of their teaching staff have visited the laboratory school in turn. As a result of one such visit, a school in the Granite School District has requested and will receive project support next year as it integrates its special education children into regular classrooms. Commitments have been made by project staff to assist in that process even though that district has not previously been associated with the project, nor have any additional funds been allocated to work with the school which is approximately one hundred miles from the project site. Other workshops to test materials and provide assistance will be held in Ogden, Moab, Logan, Tooele and Cache County as they have in the past.

d. The Community:

The project contributed to many activities involving significant segments of the community. The most obvious of these has been in sponsoring speakers who in many cases would not have been able to come without project support. Dr. Oscar C. Christensen from the University of Arizona was co-sponsored by the P.T.A. as a featured speaker to stimulate parent group involvement. An overflow crowd attended his talk.

Dr. C. Jess Grossbeck, a psychiatrist, was brought into the community to speak with various groups including project participants. The mental health organization needed project support to familiarize people in the community with services that a psychiatrist might offer, because the local area does not have these services.

Dr. John Marx was co-sponsored by the project and the special education department to speak with participants and was the featured speaker at the State CEC Conference held on campus.

John Fowler from Colorado College was co-sponsored with the Department of Physical Education. He spoke and demonstrated on movement education for young children for project participants and university students at the dedication of the new physical education facility on campus.

Many others, particularly minority group adults and children were brought to the laboratory school to expose the relatively provincial U.S.U. community to some of the concerns and delights of the culturally different (see appendix I for names). Project staff members have also continued to meet with the migrant council in seeking ways to provide better services to migrant workers.

By looking at community in a broad context a significant event is being formulated and staged under the guidance of Dr. Arthur Jackson, director of the budget for the project, and the project director. This is the Inter-Institutional Seminar on "New Developments in Childhood Education." This will be the first year of an annual workshop which is co-sponsored with staff and money by all but one of the institutions of higher education in the State of Utah. Cooperation between the institutions has been excellent to date in what promises to be an outstanding forum for dialogue and fellowship between staff and students from within and outside the State of Utah.

e. Professional Associations:

Impact on professional associations has been greatly facilitated by the prominence of project staff members in those groups, particularly the project director who has been president of the Utah Division of the National Association for the Education of Young Children (NAEYC) for the past year and is president-elect of the Utah division of the Association for Supervision and Curriculum Development (ASCD). From that position of prominence she has been instrumental in having the project co-sponsor a number of people with various organizations. Those include:

1. Dr. David Elkind, from the University of Rochester, at the Utah Education Association annual convention.

2. Dr. Richard Foster, Superintendent of the Berkeley School District, to speak at the state annual convention for NAEYC, ASCD, CEC, and ACEI.

3. Dr. Fannie Shaftel, from the University of California, to work with project staff and participants and to be a featured presenter at the state convention for NAEYC, ASCD, CEC, and ACEI.

Other staff members have and are serving in state and national leadship positions in the Association for Childhood Education International (ACEI). Project staff have also been particularly active in C.E.C. Several of them attended the annual Wyoming State CEC Convention which featured Art Combs. Also, four project personnel presented a module on procedures for the staffing of children at the annual Utah CEC Conference.

A final concern of the project staff in regard to professional associations has to do with the position which the Utah Education Association (UEA) will be taking in regard to the roles of paraprofessional aides in the instructional process with children. A position paper was written (see appendix H for a copy) for consideration at the EPDA Administrators Conference. UEA was represented by their associate executive secretary who has also been on the Teachers Education and Professional Standards (TEPS) Committee. Reaction to the position paper was not unfavorable, but great concern was expressed over the mis-use of paraprofessionals to displace certified people because of the monetary saving possible in having aides do teacher work. The view was expressed that this is something that cannot be condoned. The extent to which teachers are now finding employment openings less available has tended to make the issue more explosive.

f. The State Department of Education:

There has been only a limited amount of contact with the state office. This condition may be indicative that things are going well or possibly that project staff should have been more aggressive. However, at least two events relative to project objectives are significant.

The first of these involves continued support with distribution units for special programs which seek to meet the needs of special children in other than separate classrooms. The criterion for that objective is to get a formal State Department policy whereby funds can be allocated to meet the needs of individual special children when they are integrated into regular classrooms. Reactions from the State Department were less than encouraging when the proposal for this project was initially submitted under the concept of 'wide variability' rather than 'special education', 'exceptional', or 'handicapped'. In coordinating the planning of the program for the coming year, the atmosphere was much more cordial (see appendix S).

A second area of interaction has been with Instructional Media dissemination and use. The coordinator for the state instructional media center has been most cordial and available to work with participants both at the laboratory school and in their home districts throughout the state. This has proven to be a most productive relationship for the participants and has brought recognition to the project.

g. Other Federal Programs:

Awareness of other federal programs serving similar ends appears to develop less systematically than might be desired (see appendix W). However, as the project has gained more prominence (and longevity) in the state, more contact and interaction between

programs is occuring. The contribution of project staff to a federally funded ethnic studies program is a case in point. The coordinators of the ethnic studies program learned about the desirability of having EPDA Staff as part of the instructional staff for their program from one of the minority group members who have been involved in the "emphasis week" activities at the project. Project staff subsequently implemented a full day of activities for the ethnic studies program.

Invitations to national EPDA sponsored conferences have been instrumental in increasing awareness of related programs. Attendance at several of these conferences (1) the Leadership Training Institute Conference in Atlanta, (2) the Early Childhood Conference in Washington, D.C., (3) the Non-categorial and Interrelated Projects Conference in Washington, D.C., (4) Materials Development Conference in Washington, D.C., have been most informative, and hopefully project staff who attended them have been recognized for making a significant contribution.

The Edith Bowen Laboratory EPDA Project has also been involved in the ABT evaluation of exemplary EPDA programs. Our contributions to their findings and reports are expected to have a focused impact on the directions which U.S. Office of Education Programs (particularly under the concept of educational renewal) take in the forseeable future.

h. Conclusions on Institutional Impact:

1. Impact on the teacher education program continues to be the area of most significance. This is indicated by: (a) earlier and more meaningful types of involvement with children by university students, (b) the development and dissemination of materials by laboratory school staff and (c) the implementation of a new teacher education model which should provide more individualization for prospective teachers.

2. Impact on the total university is less discernable at this time than is desirable. The process approach implemented in the project is relatively foreign to the cognitive product oriented academic community; therefore, the further one departs from the project site with its "concern for kids" and their affective needs the more limited the incidence of interaction becomes.

3. Impact on public school programs was greatest in terms of orienting parents, teachers, and particularly administrators to possibilities for innovation in school programs. Actual change in school programs themselves is limited primarily to classrooms where former trainees are now employed, but inquiries about possibilities and requests for assistance indicate a favorable climate for changes in many total school programs.

4. Impact on agencies within the community has been less in terms of results than on the extent to which the views of prominent personalities have been brought to bear in order to influence the direction of change. A format has also been established by which to stimulate interaction between professors and students from all but one of the institutions of higher education in the state.

5. Impact on professional associations has been possible largely because of project staff serving in key positions and bringing the ideas of selected prominent educators to bear on current issues. The lack of job opportunities for teachers has the potential of being detrimental to the best interest of children by forcing teachers to look out for selfish needs.

6. The State Department of Education appears to be increasingly receptive to anda facilitator of the ideas and practices which the project is attempting to implement.

7. Impact on other federal programs has been less systematic than what is desirable. However, awareness of, and contributions to other programs is increasing with familarity and project prominence. Personal contact remains as the most effective means of making meaning contributions to other programs.

APPENDIX B

Semantic Differentials

Semantic differentials were developed on the basis of research by Fishbein[1], Raven, and Osgood[2]. Research by Fishbein had demonstrated that there are two accessible dimensions of attitude: a "probability" --cognitive or rationale/denotative dimension, and an "evaluative" -- affective or emotional/connotative dimension. The cognitive dimension of attitude toward the themes of major project goals can be rated on the polar descriptive terms: feasible-unfeasible, possible-impossible, probably-improbable, and likely-unlikely. The affective dimension of attitudes toward themes of major project goals can be rated on the polar descriptive terms: beneficial-harmful, wise-foolish, good-bad, and valuable-worthless. The cognitive dimension is viewed as what could be done while the affective dimension is viewed as what should be done. Taken together they are indicative of the general enthusiasm which an individual holds for a concept or situation -- in this case, themes of major project goals.

Identification and assessment of the cognitive and affective dimensions of attitude have demonstrated utility in serving as partial predictors of behavior in the situation rated. Thus, promotion of positive attitudes in regard to the major goals of the project is accepted by many evaluators as an appropriate criterion for both formative and summative evaluation.

These semantic differentials were scored on the basis of a scale score from 1 to 11 with 6 points being given for a neutral response. A total of four scales are used for each dimension (cognitive and affective) on this instrument. Thus, the maximum score attainable on each dimension is 44. Experience, to date, has indicated that the magnitude of scores on the two scales for any one individual has been relatively congruent. (Correlation .61-.96, with a median .85) Also, for the trainees selected and the goals rated, scores have been relatively high. This is a desirable pattern from a program operation standpoint, but it degrades correlations for reliability and validity which are a function of the variability manifested in test scores. Attempts to extend the range on the upper end to increase variability have been unsuccessful to date with trainees; however, the instrument is still judged to be very useful for the detection of loss of general enthusiasm.

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[1]Fishbein, M. and Raven, B.H., The AB scales: An operational definition of belief and attitude. Human Relations, XV (1962) 35-44.

[2]Osgood, C.E., Suci, G.H., and Tannenbaum, P.H., The measurement of meaning, Urbana, Illinois: University of Illinois Press, 1957.

Name_____ Date_____
Last First Middle

INSTRUCTIONS

The purpose of this exercise is to measure the meanings of certain situations or concepts to various people by having them evaluate it against a series of descriptive scales. In completing this exercies, please make your judgments on the basis of what the situation or concept means to you.

For example: In rating a situation or concept:

If you feel that it seems only slightly related to one end of the scale, (but is not really neutral), you should mark as follows:

pleasant ____:____:____:____:__X__:____:____:____:____:____:____ unpleasant

or

pleasant ____:____:____:____:____:____:__X__:____:____:____:____ unpleasant

If you feel that it is completely related to one end of the scale, you should mark as follows:

pleasant __X__:____:____:____:____:____:____:____:____:____:____ unpleasant

or

pleasant ____:____:____:____:____:____:____:____:____:____:__X__ unpleasant

The intermediate spaces (between the center and the ends of the scales) are to indicate the degree to which you feel the situation or concept differs from neutral. Mark the center space if you consider the situation or concept to be completely neutral, or if the scale is completely irrelevant or unrelated. The direction toward or away from neutral which you mark, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

On each page of this booklet you will find a different situation or concept to be judged and beneath it a set of scales. You are to rate each situation or concept on each of these scales in order.

IMPORTANT: (Place your check marks in the middle of spaces, not on the boundaries:

This Not This

____:____:__X__:____:____:____:____:____:____X____:____:____

Be sure you check every scale for every concept. DO NOT OMIT ANY.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this exercise. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

EDUCATING EXCEPTIONAL CHILDREN IN THE REGULAR CLASSROOM IS *

		Neutral	
Feasible	____:____:____:____:____:____:____:____:____:____:____		Unfeasible
Harmful	____:____:____:____:____:____:____:____:____:____:____		Beneficial
Successful	____:____:____:____:____:____:____:____:____:____:____		Unsuccessful
Impossible	____:____:____:____:____:____:____:____:____:____:____		Possible
Wise	____:____:____:____:____:____:____:____:____:____:____		Foolish
Awkward	____:____:____:____:____:____:____:____:____:____:____		Graceful
Potent	____:____:____:____:____:____:____:____:____:____:____		Impotent
Active	____:____:____:____:____:____:____:____:____:____:____		Passive
Bad	____:____:____:____:____:____:____:____:____:____:____		Good
Interesting	____:____:____:____:____:____:____:____:____:____:____		Boring
Probable	____:____:____:____:____:____:____:____:____:____:____		Improbable
Pleasant	____:____:____:____:____:____:____:____:____:____:____		Unpleasant
Unlikely	____:____:____:____:____:____:____:____:____:____:____		Likely
Valuable	____:____:____:____:____:____:____:____:____:____:____		Worthless

Neutral

*(other themes or goals which are central to project success would be listed on separate pages)

APPENDIX C

Tennessee Self-Concept Scale (TSCS)

The construct of self concept, as a relatively stable phenomenon in people, may be selected as an appropriate foundation upon which to develop educational prowess of each trainee, whether that person was an aide or a teacher. Perceptual theory indicates that the individual's concept of himself is highly influential in behavior and is directly related to one's state of mental health. The pressures and uncertainties in education, and especially special education, make the enhancement of self conceptual structure a germane consideration in the training of educational personnel.

Selection and interpretation of tools which purportedly measure this construct becomes a task that warrants a great deal of study. The theory is quite useful for conjecture, but its assessment in terms of a score can be misleading when individuals within heterogeneous groups are to be compared. Coopersmith[1] notes that self-esteem is a function of successes, ideals, aspirations and defenses. The operation of these factors in various ways can serve to confound self concept results.

Soares and Soares[2] have provided references to several sources which indicate that disadvantaged children are not characterized by deficiencies in self-concept when self-report scores are used as a criterion. This empirical evidence should serve as a caution to evaluators who assume that self-concept is that which is measured by self-report instruments which purport to measure self-concept. Consideration of confounding variables in the measurement process must be made if prevalent theoretical notions about the desirability or improving self-concept are to be maintained. In a recent article Feldman[3] reviews several personality theories. He relates some of the findings made especially by Sanford in the development of identity: Specifically that freshmen in college tend to be narrow, rigid and dependent on external definition and support; and that with progress in development students become more self-sufficient and show fewer repressive mechanisms of defense in maintaining identity. This 'growth' phenomena will probably be reflected in several ways on instruments used to assess levels of self-concept at any one time.

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[1]Coopersmith, S., The antecedents of self-esteem, (San Francisco, W.H. Freeman and Company, 1967).

[2]Soares, Anthony, T. and Soares, Louise, M. Critique of Soares and Soares' "Self-Perceptions of culturally disadvantaged children" - - A Reply. Amer. Educ. Research Jr. 7(4): 631-635. Nov. 1970.

[3]Feldman, Kenneth A., Some theroetical approaches to the study of change and stability of college students." Review of Educational Research. Vol. 42 #1 (Winter 1972), 1-26.

Likewise, measured gains in self-report scores from pre-test to post-test cannot be accepted without qualification. Arneklev[4] has demonstrated that defensiveness can systematically serve to distort self-report score (i.e. the more open the individual is to self-criticism the lower his self concept scores are likely to be). Thus, if learners become more (or less) defensive as a result of their experience in a program, their scores on a self-report instrument are susceptable to inflation (or deflation) because of this test taking set. Any attempt to quantity change would reflect the interaction of defensiveness with a person's reported self-perception.

The TSCS allows for monitoring of "openness of self-criticism" by a group of items which are integrated into the self-report format but are scored independently from scales for self-concept. The TSCS can therefore be relied upon for a more inclusive picture of the construct of self-concept than most self-report scales which are currently available.

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[4]Arneklev, Bruce L., The use of defensiveness as a covariate of self-report in the assessment of self-concept among Navajo adolescents. Unpublished Ed.D. dissertation, Utah State University, Logan, Utah. 1970.

APPENDIX D

Minnesota Teacher Attitude Inventory (MTAI)

The MTAI is a published inventory which was empirically derived to measure an individual's ability to maintain "harmonious relations" in the classroom as evidenced by (1) ability to win the affection of pupils, (2) fondness for and understanding of children, and (3) ability to maintain a desirable form of discipline. The inventory has been subjected to careful scrutiny. The earliest evidence is concisely stated in the Handbook of Research on Teaching edited by N.L. Gage in 1963. One study by Della Piana and Gage[1] indicated that teachers who scored high on the MTAI were better liked by pupils who have affective values. The increasing awareness of the importance of affective values in education, especially special education, warrants its consideration as a criterion indice. A more recent study reported by Justiz[2] gives further credence to this consideration in calling the MTAI . . . "the first reliable measure of general teaching ability (based on pupil performance in two different subject fields)." Another recent study by Yee and Fruchter[3] delinates some additional factors measured by the MTAI and pulls together related literature.

The MTAI tends to distribute EPDA participants over a broad range, lending to relatively high test-retest correlations as indications of acceptable reliability. Validity can be attributed to the MTAI on the basis of rankings given to trainees by administrators during our first project year. (Three of forty-seven trainees involved during the 1969-1970 project year received lower scores on the posttest than on the pretest; each of these persons had independently been ranked as least likely to be "...effective in educating handicapped children in the regular classroom.") Other indications of validity were found in the extent to which subjects who attained lower scores tended to accept less responsibility for taking an active role in project activities than those who gained high scores.

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[1]Della Piana, G.M. and Gage, N.L., Pupils values and the validity of the Minnesota Teacher Attitude Inventory. Journal of Educational Psychology 1955. 46: 167-178.

[2]Justiz, T.B., A reliable measure of teacher effectiveness, Educational Leadership/Research Supplement. 1969. 3(1) p. 54.

[3]Yee, A.A. and Fruchter, B. Factor content of the Minnesota teacher attitude inventory. American Educational Research Jour., VIII (January, 1971) 119-133.

The prime value of the MTAI was found in the assessment of change of score between pre-test and post-test. As Dussault[4] and others have noted MTAI scores in themselves can be ambiguous. Educationally less sophisticated and culturally different trainees tend to score lower than more WASP oriented personnel; therefore, its use as a screening device would be inappropriate. The magnitude of scores is not so much an indication of potential effectiveness for promoting learning as it is an indication of the frame of reference from which the individual responds to items. The relative change in score is the factor that appears to be indicative of the impact of a program. Relatively higher scores after involvement in a program are being indicative of taking greater responsibility for ones own learning. If teaching by example is the model for a program this instrument appears to be an appropriate criterion measure.

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[4]Dussault, Gilles. A theory of supervision in teacher education, Teacher College Press. Teachers College Columbia Univ. New York, N.Y. 1970.

APPENDIX E

Student Centeredness Checklist (A Measure of Individualization)

The behavior checklist which follows this page was developed to be used as a criterion measure of project impact on trainees. It was developed on the basis of a model advanced by Axelrod at the National American Education Research Association (AERA) Convention at Los Angeles in 1969. Axelrod's model was designed to differentiate four instructional types: (1) the content-centered, (2) the instructor centered, (3) the intellect centered, and (4) the student-centered faculty member. Items from his model were adapted and expanded to a behavior checklist form, which is scored to indicate the degree to which trainees working in practicum settings are focusing on a student as an individual, rather than on only the first three of Axelrod's instructional types. The resultant score is interpreted as a measure of the extent to which a particular trainee individualizes or personalizes instructional practices for children.

Master teachers were encouraged to use the instrument in critiques of teacher trainees on their progress. This practice tended to reinforce constructive dialogue between master teachers and trainees. This often raised questions about the validity of some items, but it insured a curriculum which was more relevant to needs perceived by individual children. In a training setting where the trainee is not completely responsible for the overall curriculum of a classroom, he/she may achieve high ratings for just going through the motions of teaching. The true test of the impact of any training environment cannot be assessed until that trainee is alone in a more naturalistic environment.

A composite analysis of the items most missed or achieved by a group of trainees may serve in developing curriculum for seminars with trainees and/or topics for discussions in monitoring meetings with staff. The instrument, or an adaptation of it, is probably most important in the role it can play in periodically reminding staff of the types of activities children should be engaging in if project philosophy is to be implemented and objectives are to be met.

STUDENT CENTEREDNESS CHECK LIST

Ratee _____ Date _____
Rater _____ Location (School) _____

Directions: Check the response which applies to the learning environment as it was observed during a school day.

	always	usually	sometimes	rarely	never
1. The teacher utilized strategies which were designed to involve all students in classroom activities in various ways. (All students were expected to participate in various ways.)	—	—	—	—	—
2. The teacher utilized strategies which were designed to produce the same level (quantity) of performance in all students.	—	—	—	—	—
3. Cooperative activities involving two or more students played a significant role in the activities of students.	—	—	—	—	—
4. Lecture played a major role in teacher behavior.	—	—	—	—	—
5. Opportunities were provided for the improvement of communication between each student and his/her classmates.	—	—	—	—	—
6. Evaluation (e.g. grades or testing) was used as an end rather than a means.	—	—	—	—	—
7. Students in the class often initiated the activities during class.	—	—	—	—	—
8. The ideal image was the same for all students.	—	—	—	—	—
9. The educational aide was involved as a participant in planning for instructional activities.	—	—	—	—	—
10. The educational aide worked directly with children in a role commensurate with experience and training.	—	—	—	—	—
11. Demands on children were commensurate with their ability in order to provide challenge while insuring a high degree of success.	—	—	—	—	—
12. The setting of goals and evaluation in terms of these goals was accomplished with student participation.	—	—	—	—	—
13. Each child assisted in keeping records of his/her own achievements at least once each day.	—	—	—	—	—
14. Educational activities gave significant attention of affective (emotional) growth and were <u>not</u> directed exclusively to the enhancement of cognitive (rational) functioning.	—	—	—	—	—
15. Curriculum was tailored to the children in the classroom. (Children were <u>not</u> expected to adapt to the curriculum.)	—	—	—	—	—
16. Decisions on the organization of the class were made with the help of students at least once during the day.	—	—	—	—	—
17. The focus of teacher behavior was obviously concerned with knowledge as a process, rather than only on knowledge as a product.	—	—	—	—	—

APPENDIX F

Strategy Sheets

In seminars trainees were taught how to write behavioral objectives, to make anecdotal records, and to make case studies using the Prescott Model. They were also given instruction in many methods of working with handicapped children.

However, when trainees were confronted in the practicum with the need to apply these learnings, transfer of training was minimal. A methodology to simplify and orient all personnel to a common format for implementation was needed. It was for this purpose that the strategy sheet was developed. It has been used most extensively in team meetings to focus on individual children in more objective and systematic ways.

In using this sheet an attempt is made to focus on the needs of an individual child as observed by the teacher (and/or other team member) and to systematically consider the elements pertaining to his needs and their ultimate resolution in the sequence which would be most advantageous to the child. The sheet provides a logical stepping stone approach in the tailoring of individualized curriculum. Once a specified objective has been reached in terms of the "desired outcome" a new objective can be set. This process allows for the attainment of several desired outcomes for some individuals while in less successful endeavors it provides a record of what has been tried, making the repetition of inappropriate procedures less likely.

Data drawn from standarized tests, case studies, anecdotal records, and more informal perceptions are recorded in the first section (Roman Numeral I) of the strategy sheet. Teachers, or others who will work with the child, generally find their own perceptions, as recorded, in this section most useful as a foundation upon which to build a strategy. Those perceptions are meaningful and are more likely to lend themselves to formulation of a plan which he/she can implement. That plan is outlined through sections I, II, and III of the strategy sheet format. When complete, it encompasses all the elements of a behavioral objective.

Behavioral objectives <u>per se</u> have gained considerable attention in attempts at providing organization for evaluations, but have not been received with enthusiasm from those who must use the objectives. (Those who are selling behavioral objectives as a means to achieve accountability are generally the ones who are most enthusiastic about their use).

The strategy sheet attempts to overcome some of the difficulty teachers have found in working with behavioral objectives by providing a format which can serve as a tool. This is done by placing a statement of the desired outcome (Roman Numeral II) in the context of the situation for which the solution is sought, and the method by which it is to be accomplished.

The format of Roman Numeral III is such that those elements (e.g., the child) closest to the concern will be utilized first, and that if possible the teacher is not involved in other than the planning and evaluation stages. (One of the most promising suggestions made by users of the sheet was that the child, under supervision, be encouraged to take over the responsibility for designing, implementing, and evaluating his own curriculum on the basis of the strategy sheet format.) A major portion of the page is devoted to helping the teacher to be aware of resources which are available for facilitating the desired outcome. Commitments can then be solicited from various people to perform different functions at appropriate times and places. When this is complete a date for evaluation is set and recorded. (Roman Numeral IV)

When that date has arrived an evaluation is made and recorded of whether, and to what extent, the strategy was fully implemented, and whether, and to what extent, the desired outcome was achieved. Comments and recommendations are noted. Revision, reimplementation or moving on to other strategies may occur. This follow-up and evaluation phase remains as the most difficult aspect for teachers. Teachers are by nature doers, and they are more accustomed to trying something else immediately, rather than evaluating why or whether a specific treatment was fully implemented and/or effective. The strategy sheet provides a simple format to supplement and lend rigor to the intuitive processes which teachers have used effectively with more typical children.

STRATEGY SHEET

Date initiated_____for_____

I. SITUATION: A. Concern:_____

_____

_____

B. Anecdotal information: Strengths:_____

_____

_____

Handicaps:_____

_____

_____

C. Possible Causes:_____

_____

II. DESIRED OUTCOME: (And how outcome will be determine)_____

_____

_____

III. WHO* will do WHAT, WHEN, AND WHERE to bring about the desired outcome: (Implementation)

A. Internal	Name(s)	
The Learner(s)	( )	will_____
The Peer Group	( )	will_____
The Aide	( )	will_____
The Teacher	( )	will_____
B. External		
The Counselor	( )	will_____
The Principal	( )	will_____
The Consultant	( )	will_____
The Family	( )	will_____
Other	( )	will_____

*Use only those resources which are necessary, but as many as may be useful.

IV. DATE TO BE REVIEWED_____ACTUAL DATE OF REVIEW_____

(Desired outcome achieved): Yes ( ) No ( ) Partially ( ) extent

COMMENTS AND RECOMMENDATIONS_____

_____

_____

_____

Edith Bowen Form No. 1 3rd Edition (March 1971)

APPENDIX G

GRAND COUNTY SCHOOL DISTRICT

Moab, Utah

1971-72 ESEA TITLE I EVALUATION

by Mrs. Prudence Scott and Mrs. Doris Wilson

PHILOSOPHY

Success of the Title I Program for the educationally deficient child is dependent upon the understanding and acceptance of its basic philosophy by all personnel. This philosophy acknowledges that a positive attitude must be present before effective learning can take place and that a child who is not functioning in the regular classroom will respond to an individualized program structured for his specific needs provided that a series of successful experiences occur accompanied by positive reinforcement and reward.

PROJECT EMPHASIS

Reading and Self Concept

OBJECTIVES

Eighty percent of the Title I students whose pre-standardized reading achievement test scores are below the 20th percentile will show evidence of individual progress of 10 percentiles or better in the area of reading on post-standardized tests.

Eighty percent of the Title I students will exhibit a positive change in attitude toward themselves as individuals, to be measured by pre and post ratings on the Piers-Harris Self Concept scale.

PROCEDURES EMPLOYED FOR ATTAINMENT OF OBJECTIVES

Facilities: The 1971-72 Title I program was functionally a continuation of the 1970-71 program with a few changes. The program was implemented at the two elementary schools and incorporated during the regular school day. Individual instruction was scheduled to coincide with the classroom reading schedule when possible. Separate classrooms were used for the Title I students which provided pleasant, relaxed surroundings with various interest and learning centers and space for group activities.

Personnel: The program was conducted by a full time supervising teacher and six aides. The supervisor and five aides had participated in the 1970-71 Title I project and all had been trained in the E.P.D.A. project TEACH at the Edith Bowen Laboratory School, Utah State University. Consultant and resource personnel included the elementary school counselor, remedial reading teachers, school nurse, speech therapist, special education teacher, and the services of the resident psychiatrist from the Four Corners Mental Health Center were available as needed.

In Service Training: Orientation and organizational meetings were conducted prior to the beginning of the program for the personnel involved. A portion of each daily planning period throughout the year was designated for related training of the aides by the supervising teacher.

Evaluation - Planning - Instructional Media: Individual files of daily progress were kept by the aides and reviewed frequently by the supervising teacher. Prescriptive planning sessions were held daily. Before each scheduled reporting period the classroom teachers of the Title I children observed their children in the Title I class and held conferences with the aides. The supervising teacher met with the classroom teachers in informal sessions for evaluation and recommendations for individual students. During the year 24 students were referred to the counselor for psychological evaluation and counseling. Specific programs were planned as needed for these children.

The instructional media included the Sullivan Programmed Reading materials, SRA Basic Reading Series, supplemented by developmental materials in visual perception, motor skills, language and auditory training. The Peabody Language Development Kits and the Frostig Perceptual Program were used extensively. Additional materials were available from the regional special education media supervisor, and a variety of materials made by the aides made the program media exceptionally adequate and varied.

CHARACTERISTICS

Identifying characteristics of the participating students included evidence of cultural and educational deprivation, various learning disabilities and symptoms of emotional and social maladjustment. Deficiencies indicating learning disabilities were visual, auditory, speech, perceptual motor, and mild retardation. Emotional symptoms manifested included negativism, behavior deviations in the classroom, failure concept, aggressive hostility, anxiety, withdrawal, overdependency, poor task orientation, and general feelings of self-worthlessness. Teachers observations indicated all the children were functioning below the expected academic level in the classroom. Seventeen percent of the total participants were identified as being from minority groups.

INSTRUMENTATION

The 1971-72 Program was designed to include 84 children from first, second, third, and fourth grades of the two elementary schools. The groups were to be selected in early September on the basis of reading achievement test scores (below 20th percentile). The first and second grade students for whom test scores were not available and students new to the school were selected by the classroom teachers on the basis of observation and classroom performance. Referrals were also made by the principals, the counselor and some parents. These referrals were primarily children with cultural and emotional handicaps who could benefit

from the individual instruction and the one to one relationship with an adult.

PARENT INVOLVEMENT

The Title I parent Advisory Council was organized during the 1970-71 school year to promote understanding and to secure their support of the program. Three meetings were held during the summer of 1971 to acquaint parents with the purposes and goals of Title I and to discuss the past evaluation and the proposal and budget for the 1971-72 school year. They were encouraged to make recommendations or criticisms and give advice and approval concerning publicity and to insure the involvement of minority group children. In September a written invitation was sent to parents of all Title I children to participate in a general meeting with Title I personnel. Subsequently, three meetings were arranged to coincide with the end of each reporting period of the regular school year. A fourth meeting is scheduled to follow the State Title I Conference June 12 - 14, 1972. The Conference will be attended by the supervising teacher and a member of the Parent Advisory Council. The Title I section of the "Handbook on Parent Councils" published by the Office of Education, provided guidelines for the organization and procedures for the group.

EVALUATION DESIGN

Design B (pre and post Testing) was followed as described in the proposal to evaluate the stated objectives. Metropolitan Achievement Tests were administered in late October and early November and post tests in May in the regular school testing program. Reading scores from these tests were used to evaluate Objective I. The Piers-Harris Children's Self Concept Scale was administered to the Title I students in September and May to evaluate Objective II.

Prior to the scheduled school testing program the individual Slosson Oral Reading Test was administered to all the selected Title I students for diognostic and validation purposes. Test results, discussions, and graphic illustrations of the three tests are included in this report.

FINDINGS

Pupil Outcomes: The 1971-72 Title I program was implemented September 13th with the selected groups as follows:

Second Grade	-	27 students
Third Grade	-	22 students
Fourth Grade	-	17 students

During the year 24 first grade children were involved averaging approximately 4.5 months each in the program. The total number participating during the year was 92 students.

Standardized achievement test scores (Metropolitan) were not available at the beginning of the program. To determine eligibility and for diagnostic purposes, the individual Slosson Oral Reading Test was admin-

istered during the week of September 13th. The Test (SORT) yields a Grade Equivalent score and indicated the children tested were within the required 20th Tile and below. Although this test was not indicated as the criterion for measurement for the program, the pre and post Mean G. E. scores are presented here since it was administered prior to the specified standardized achievement and the results were meaningful to the program.

TEST RESULTS

OBJECTIVE I - READING

Test Name: Slosson Oral Reading Test (SORT)

Pre Test Date: 9-13-71 Post-Test Date: 5-15-72

Grade	Total No. Title I	Pre-G. E. Mean	Post-G. E. Mean	G. E. Mean Change
2nd	27	.7	1.8	1.1+
3rd	22	1.2	2.9	1.7+
4th	17	2.0	3.2	1.2+

Test Name: Metropolitan Achievement Test (Reading)

Pre Test Date: 10-27-71 Post Test Date: 5-10-72

Grade	Total No. Title I	No. 20% Tile or Below-Pre	No. Making 10% Tile Gain Post	% Making 10% Tile Gain
2nd	27	12	3	25%
3rd	22	17	5	29%
4th	17	17	3	18%
Totals	66	46	11	24%

Conclusions: The statistical evidence obtained from the Metropolitan Test scores appear to be less than satisfactory in meeting the projected goal stated in Objective I. This evidence is not supported by the findings on the individual Slosson Test, and suggests that a standardized achievement test is highly suspect when administered to educationally deficient children particularly at the second and third grade levels. Comparison of a sampling of pre test scores for individual second grade children on the Metropolitan and Slosson Test seems significant in the wide discrepancy of achievement. The range on the Metropolitan Pre Test of twelve second grade children selected for the program who scored above the 20th percentile was 37% tile to 65% tile. The mean score was 50%tile. In comparison, the Slosson G. E. range on these twelve children was .5 to 1.6. The mean G. E. of .8 on the pre-test. The divergence of scores decreased at the 3rd and 4th grade levels suggesting an increase of validity at these levels but still indicate that standardized achievement tests are questionable as measurements for educationally deficient children. If we may assume that the individual Slosson tests were more valid, indicating an average gain of 1 year and 3 months the Title I program has proved highly successful.

Twenty-four first grade children were included in the program during the year, each child received approximately 4½ months of special training in specific areas. These children were selected by classroom teachers on the basis of classroom performance and identification of deficiencies in specific areas indicated by the Metropolitan Readiness Test administered the first week of September. These deficiencies included visual motor perception, vocabulary, listening and communication skills. Sixty percent of these children were either minority groups or from culturally deprived families. Approximately 75 percent of the time with these children was oriented toward developmental training in the specific deficiency areas. During the latter part of the year 25% of the time was directed toward academic skills. Although pre and post tests are not available at this level, a Metropolitan Achievement Test Primary I was administered May 15, 1972. Test Results indicated 33% of the Title I children scored at the 20th percentile or above.

Two children from the Seventh Day Adventist School identified as mildly retarded were included in the Title I program and received daily instruction. Standardized test scores were not available but the pre and post Slosson Oral Reading Test indicated an 8 month gain in reading for both children.

OBJECTIVE II - SELF CONCEPT

Test Name: The Piers-Harris Children's Self Concept Scale

Pre-Test Date: September 1971 Post-Test Date: May 1972

Grade	Total No. Title I	No. Making Positive Gain	% Making Positive Gain	Average %tile Gain
2nd	27	15	55%	21.5%
3rd	19	9	47%	17.3%
4th	12	4	33%	16.9%
Total	58	28	45%	15.6%

Conclusions: It is generally acknowledged that self concept scales are subject to a wide range of variables and must be interpreted with caution. Although very high scores seldom reflect truly positive self-attitudes, it may be assumed that very low scores more accurately reflect negative self-attitude.

Considering these cautions in evaluating the results of the pre and post tests we may safely make the statement that movement toward a more positive self concept has been made by a significant number of the children involved. Without a control group a comparison cannot be made. Impressions expressed by the Title I personnel and the classroom teachers concerning the attitude of the children have been positive. Continuing anecdotal records also indicate progressive incidents of positive pupil behavior. The willingness and enthusiasm displayed by the children are

perhaps the best evidence of the effect of the encouragement process which is inherent in the program.

The following graphic illustrations are attached:

1. Second Grade pre-post Slosson Oral Reading Test.
2. Third and Fourth Grade pre-post Slosson Oral Reading Test.
3. Second, Third, & Fourth Grades pre-post Metropolitan Achievement Tests, representing the 20th percentile and below.
4. Second Grade total group pre-post Metropolitan Achievement Test.
5. Third and Fourth total group pre-post Metropolitan Achievement Test.
6. Second Grade total group pre-post Piers-Harris.
7. Third and Fourth Grade total group pre-post Piers-Harris.

RECOMMENDATIONS:

1. 1972-73 Title I program evaluation of achievement to be individual pre-post Wide Range Achievement Test (Reading) rather than total school achievement tests.

(Reasons: 1. Availability of test scores for evaluation
2. More accurate assessment of pupil achievement
3. Combine evaluation and diagnostic instrument
4. Can be retested during year as needed
5. Provide earlier and more realistic identification)

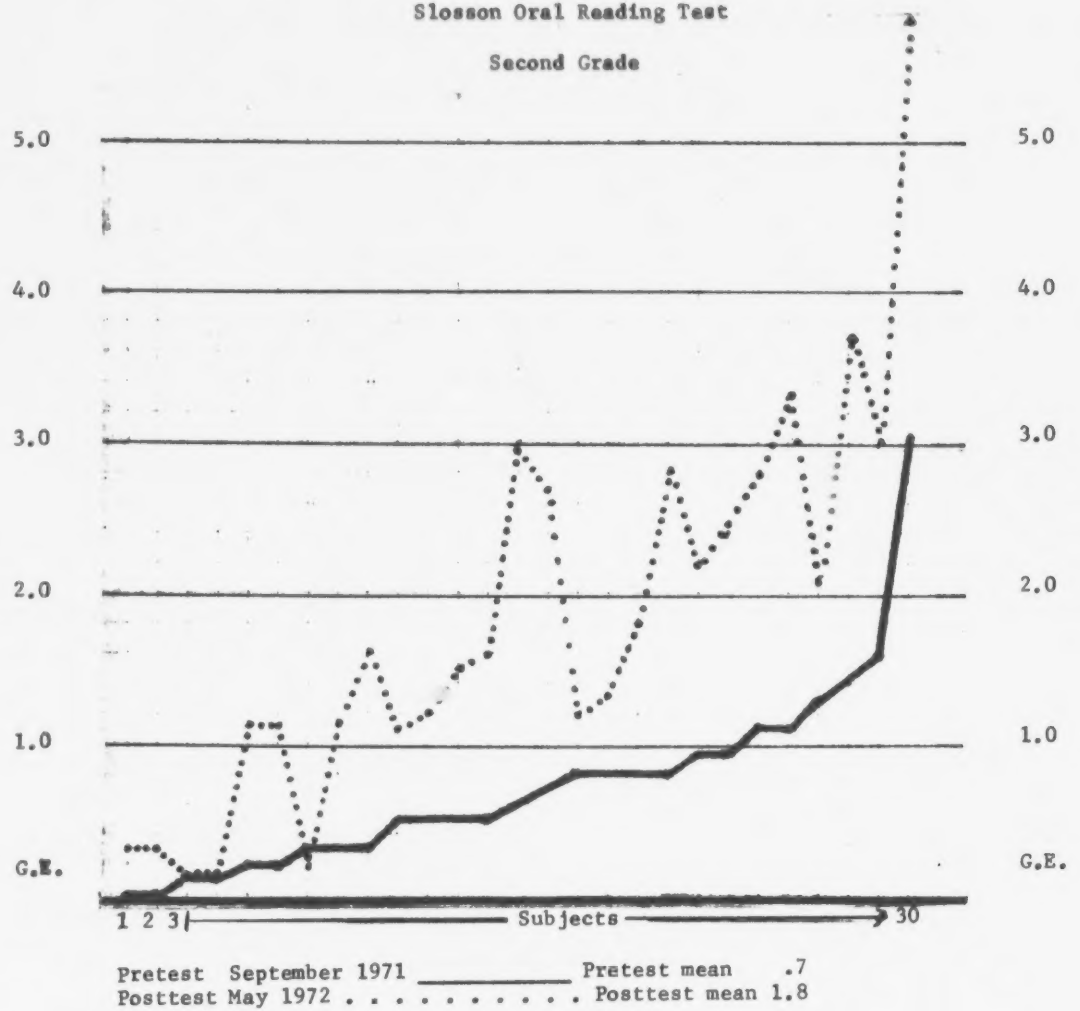
2. Retain objectives in terms of individual percentile gain.

3. Retain Piers-Harris Self Concept Scale or other suitable individual scales. Use control group so that comparison can be made. Include teacher rating scales (Behavior rating scales).

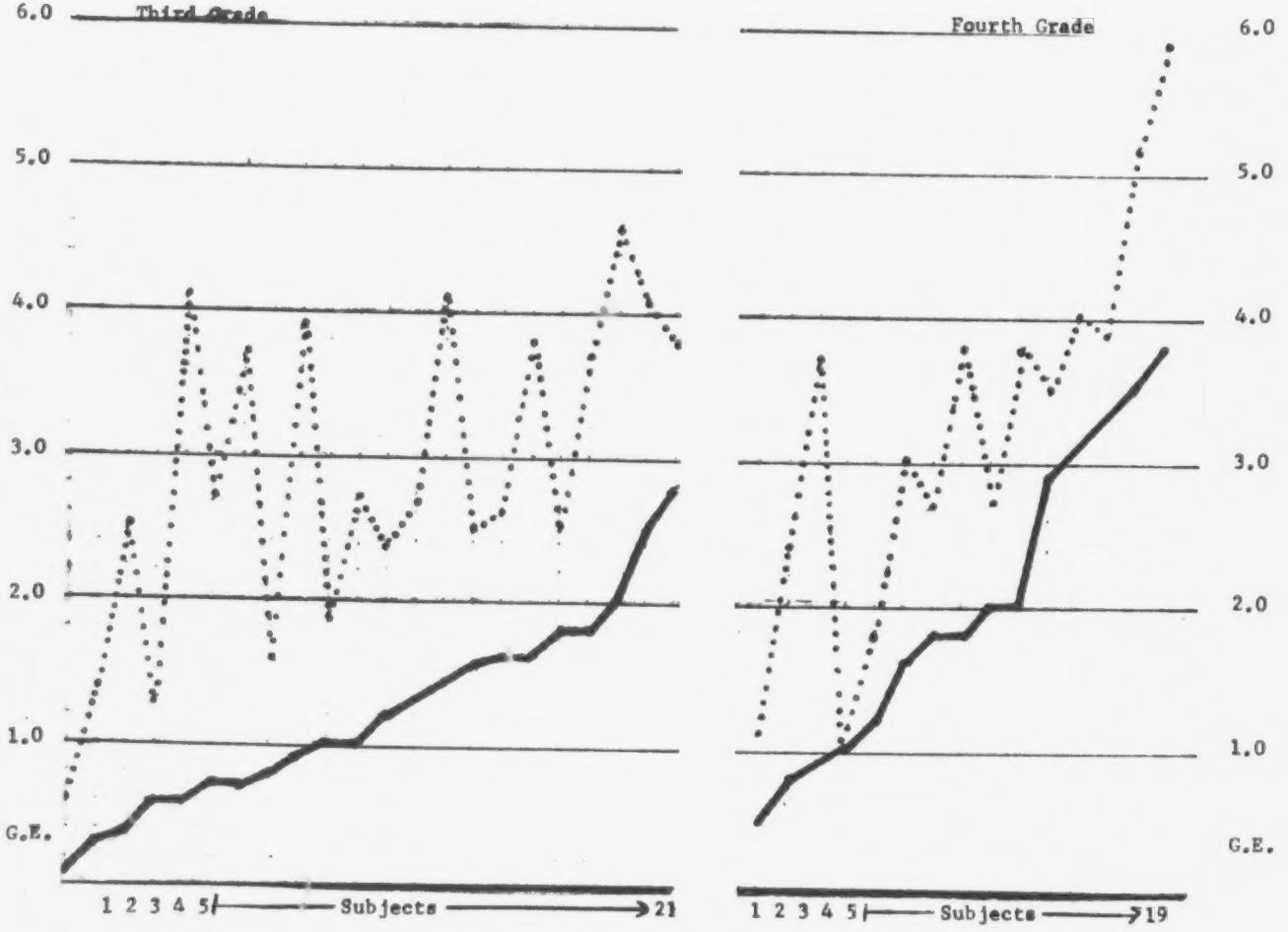
4. Encourage administrators to provide time for staffing of Title I children -- include outside agencies, i. e., welfare, etc.

5. Continue active involvement of Parent Advisory Council.

6. Continue use of instructional aides, supervising teacher and resource personnel.


Slosson Oral Reading Test
Second Grade
5.0
4.0
3.0
2.0
1.0
G.E.
1 2 3
Subjects
30
Pretest September 1971 _____ Pretest mean .7
Posttest May 1972 . . . . . Posttest mean 1.8

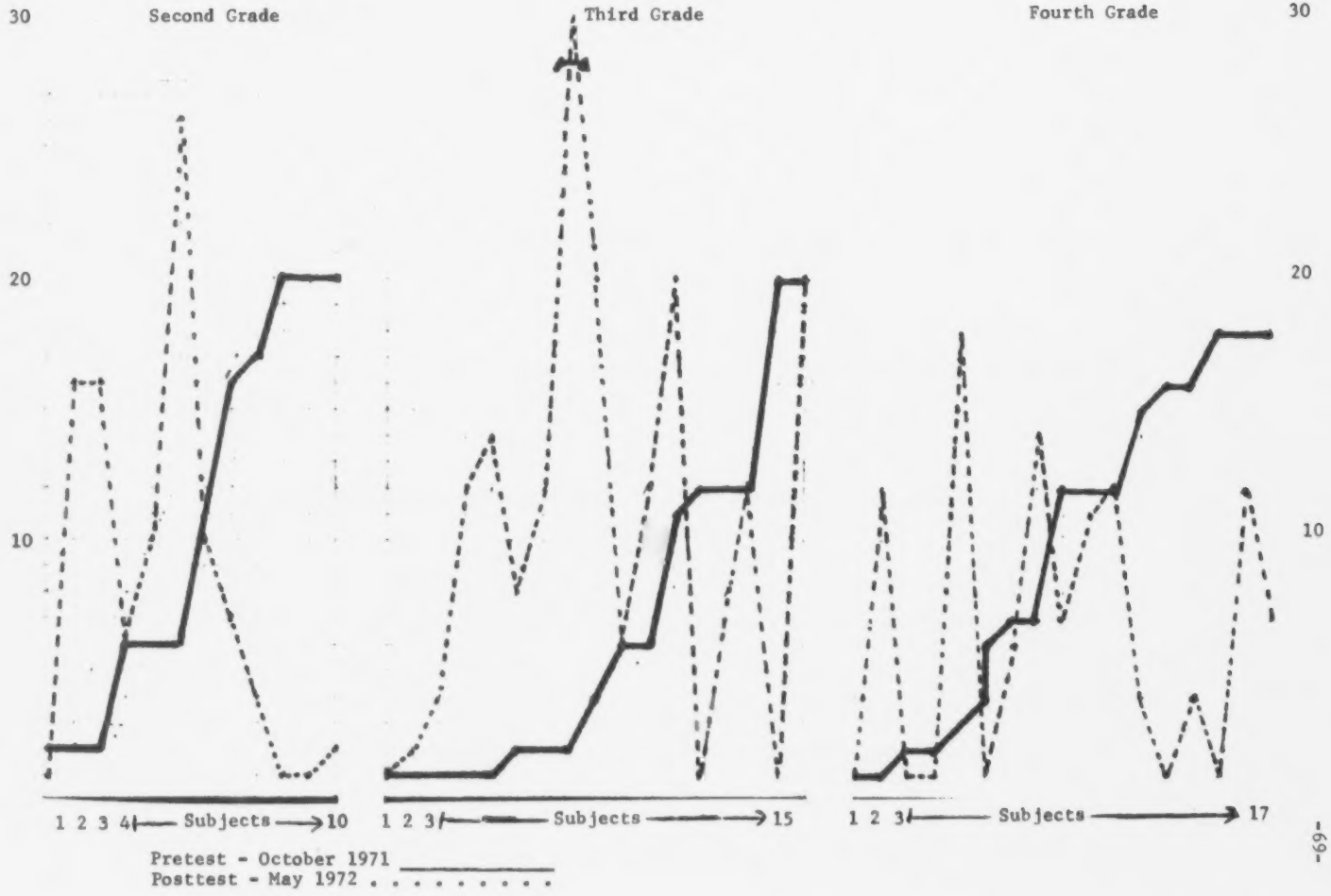
Slosson Oral Reading Test

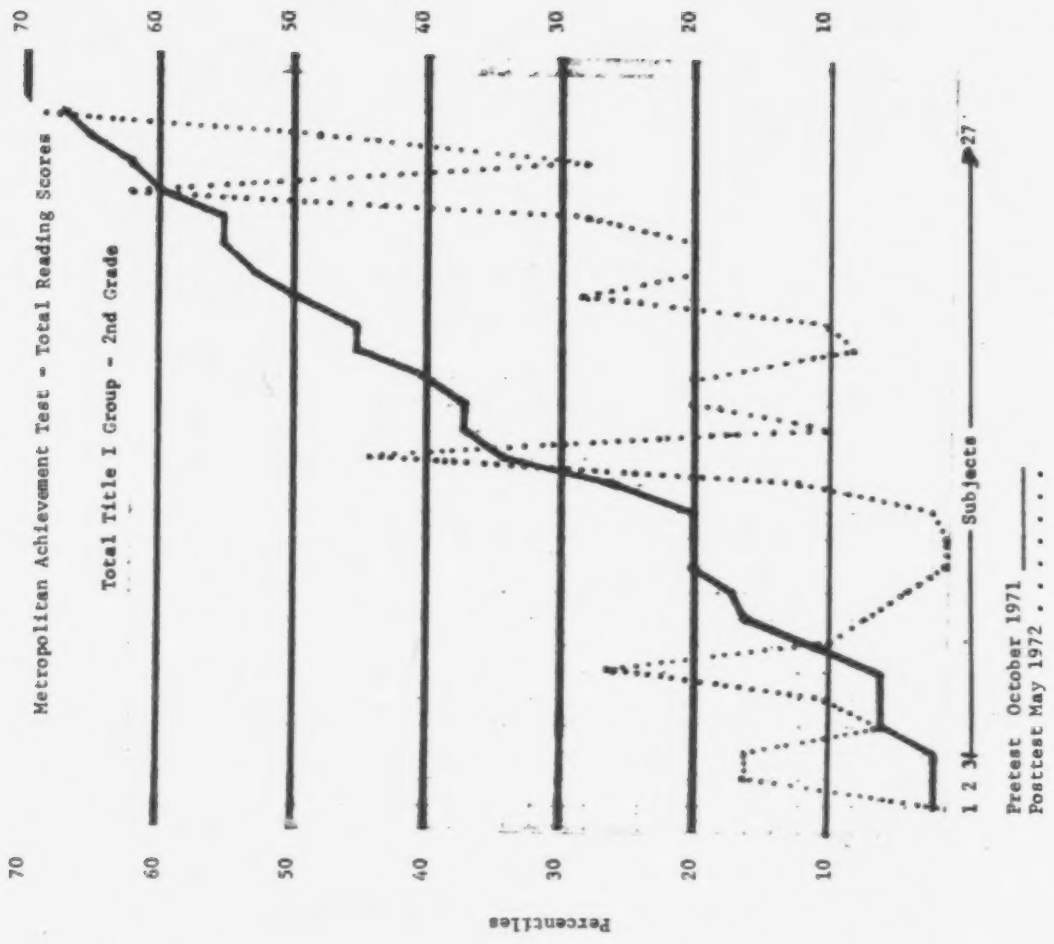


Pretest - September 1971 _____ Third Grade Mean 1.2 Fourth Mean 2.0
Posttest - May 1972 . . . . . 2.9 3.2

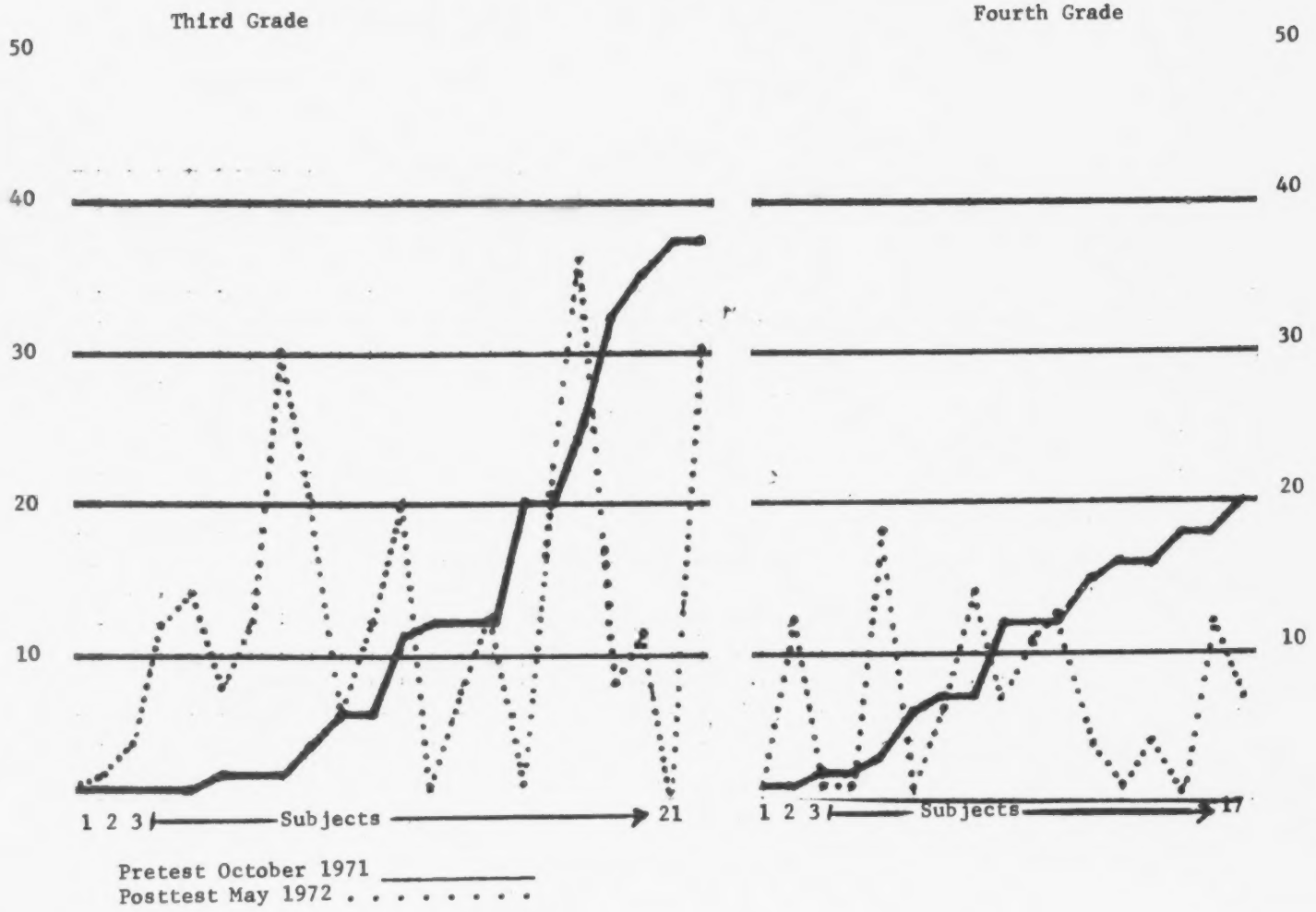
Metropolitan Achievement Test - Total Reading Scores

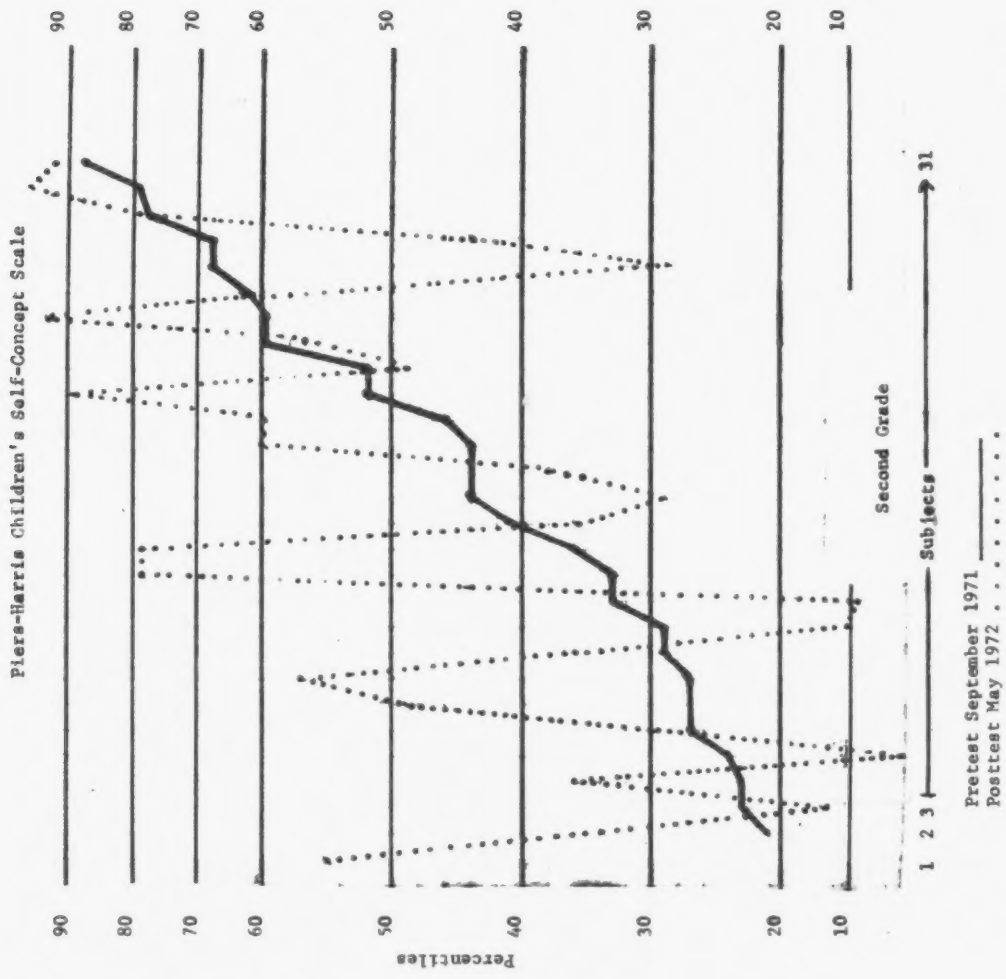
Students Scoring 20th Percentile or Below on Pretest

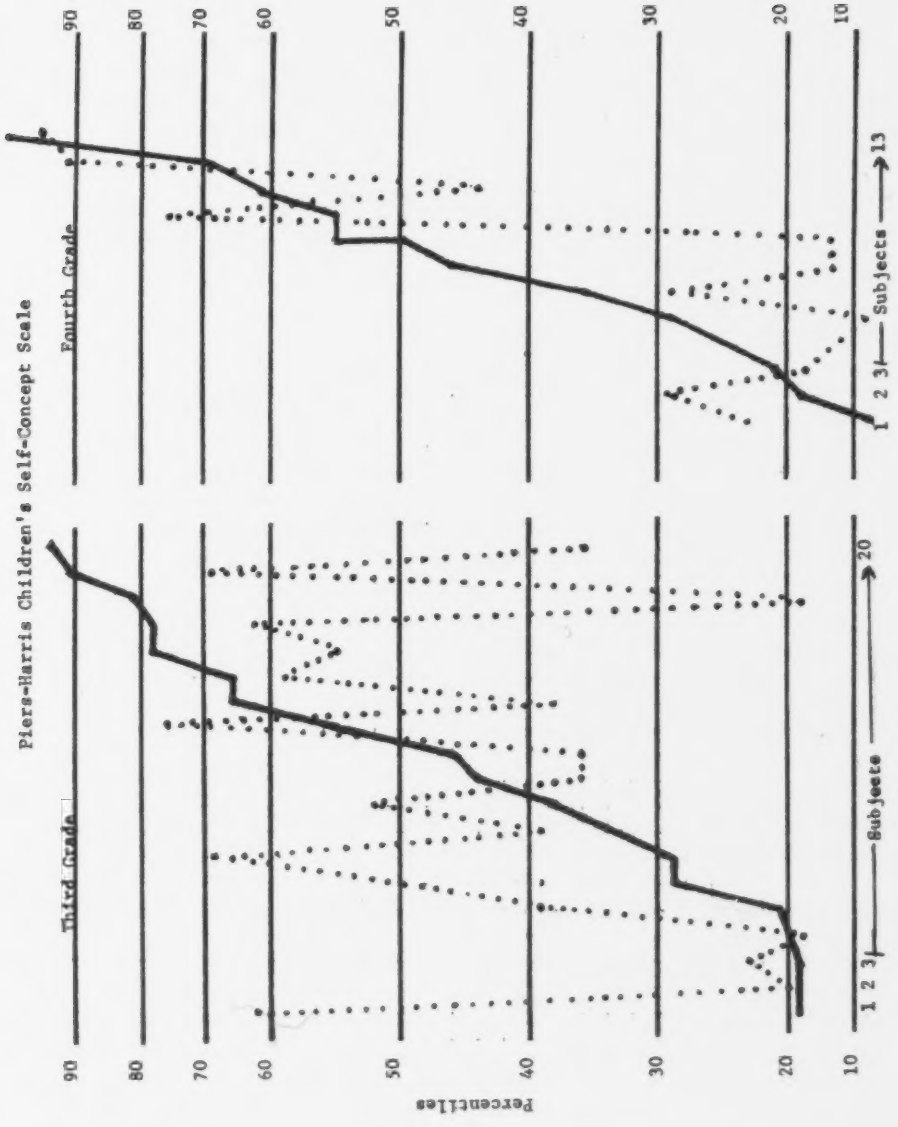



Metropolitan Achievement Test - Total Reading Scores
Total Title I Group - 2nd Grade
70
60
50
40
30
20
10
Percentiles
1 2 3 4
Subjects
27
Pretest October 1971
Posttest May 1972

Metropolitan Achievement Test - Total Reading Scores




Piers-Harris Children's Self-Concept Scale
Percentiles
90
80
70
60
50
40
30
20
10
Second Grade
Subjects
1 2 3
31
Pretest September 1971
Posttest May 1972


Piers-Harris Children's Self-Concept Scale
Third Grade
Fourth Grade
Percentiles
90
80
70
60
50
40
30
20
10
1 2 3 Subjects 20
1 2 3 Subjects 13
Pretest September 1971
Posttest May 1972

APPENDIX H

Educational Roles

The adequacy of an educational environment in meeting the needs of children and adults is determined to a large extent by the adult-pupil ratio and the roles played by various people. The following are some views of roles educators could play in becoming more effective.

What are some of the questions which arise, and administrative actions are necessary if roles of this type are to be adequately implemented in our schools?

1. Roles of Teachers

The point of view is that everyone in the learning environment is a learner. The teacher is not primarily a dispenser of information, but rather an organizer of the learning environment. A single person could not possibly adequately assess every need of every child in a room, let alone prescribe materials as appropriate content to be assimilated. Rather, the teachers' role is one of organizing the environment so that individuals can develop reliance on themselves as well as others (peers, aides, consultants, parents, etc. as well as teachers) as keys to their own learnings. In fulfilling this role the teacher must rely on many resources, both human and physical. The extent to which structure is desirable is dependent on the needs of the teacher as well as the student.

A major goal of this teacher role is to assist learners to rely progressively less on external structures in the environment and progressively more on internal structures within themselves. In this context the teacher becomes less of a dictatorial figure and more of a facilitating member of a learning group of individuals.

A professional teacher is legally responsible for his classroom, the safety of the children, and for the learning experiences that take place in that classroom. Therefore he must be responsible for the planning of the curriculum, the arranging of the environment, the diagnosis of the needs of children, and prescribing for these needs as well as the evaluation of the success or failure of his prescriptions. These are responsibilities that must not be abdicated by the teacher regardless of the skill or experience of the aides assigned to his classroom.

2. Roles of Instructional Aides

The housewife, the retired man or woman, the high school dropout, or the boy or girl still in school can serve as a valuable addition to the public school classroom as a teacher's aide or, more important, as someone who has the time and is willing to <u>listen</u> to the young child.

Classrooms containing thirty or more children and under the supervision of only one person make it difficult to meet the individual needs of children. By increasing the numbers of "teachers" the child not only has the opportunity to receive more individualized help, but he also has the choice of the person with whom he can relate in a positive way. Due to the child's own background and experience he may have a more successful experience in learning to read when he is assisted in his reading by a sixth grade boy or a grandparent than by teacher.

Although the aide, paid or volunteer, does not assume the professional role of teacher at any time, he does serve as a model for learning. By his very presence in the room the aide transmits his ideas, habits, skills, and values; therefore the aide must be selected carefully so that he will provide a worthy model for children to emulate.

The tasks that an aide can accomplish are limited only by the lack of resourcefulness and planning on the part of the teacher. Aides can serve as listeners, consultants, helpers, supervisors, leaders of small group activities which have been planned by the teachers, and numerous clerical tasks. Often the aide also acts as a bridge between the classroom and his own community. With training the aide can prove to be a valuable observer and resource person in collecting factual data about a child that will contribute in the diagnosing and prescribing for that child.

Too often in the past our public schools have given only clerical tasks to aides and their value as a warm responding, concerned person has been lost among stacks of test papers to be corrected and books to be filed. The very tasks assigned to aides in the past has tended to prevent the teacher from helping a child. Rather than providing him with an additional person to work with children he has used the aide to increase the amount of paper work completed by his students. Afterall, if someone else corrects the papers the teacher can give more written assignments and accumulate more test scores, but if the teacher does not check and analyze at least some of his assignments can he honestly know where Johnny needs help? Often what Johnny needs more than another written assignment is for someone to listen to why he answered the question the way he did and help him correct his own incomplete or incorrect concepts.

The aide should assist in the staffing of an individual child and can assist in planning for a class by supplying a different point of view. A question asked by an aide can often make a teacher realize that he needs to simplify or expand his explanation of a topic.

People of all ages need to become involved with someone who needs them, not only as an extra pair of hands but as a warm and interested person. Only by expanding the number of aides, of all ages, in the classrooms can we provide for the needs of children and adults.

3. Roles of Teams

Any two or more people working (learning) together in some common endeavor are viewed as a team. This could be children, adults, or combinations of adults and children working together. The make-up of teams continually shifts with the situation.

To adequately meet the needs of all children in a classroom where handicapped children are integrated, additional adult support is required. This can be obtained from volunteers, consultants, parents, student teachers, educational aides or other aspiring educators. The utilization of these personnel in team efforts without losing sight of the child's central role in the learning environment is one of current educational systems most challenging concerns.

APPENDIX I

Staff and Consultant Names and Roles

A. EPDA Project Staff

Jean Pugmire	Project Director
Kenneth Farrer	Project Co-Director
Arthur Jackson	Director of Budget and Coordinator of Practicum
Bruce Arneklev	Research Coordinator
Reed Morrill	Psychology Liason
Muriel Robbert	Elementary Education Liason
Joan Thorkildsen	Special Education Liason
Andrea Larsen	Secretary
Susan Shandruk	Secretary

B. Edith Bowen Laboratory School Staff

Arthur Jackson	Principal
Joan Bowden	Primary Unit I Teacher
Alice Chase	" " " "
Marjorie Rappleye	" " II "
Ilone Long	" " " "
LuDean Seeley	" " III "
Barbara Ann Howell	" " " "
Ivan Pedersen	5th Grade Teacher
Helen Tanner	6th Grade Teacher
James Blair	Hard-of-Hearing Class Teacher
Robert Hanson	" " " "
Ruth Rice	Librarian
Elaine Johnson	Secretary
Denzil Harris	Custodian

C. Resource Consultants from Department of Communicative Disorders

Jay Jensen	Consultant
Jackie Littledyke	"
Fred Berg	"
Student assistants	Screening and instruction

D. Resource Consultants from Department of Elementary Education

Ronald Petrie	Department Head
Bryce Adkins	Consultant
Malcom Allred	"
Mary E. Carigan	"
Gail Johnson	"
Jay Monson	"
Morris Mower	"
Evelyn Wiggins	"
Tom Taylor	"

E. Resource Consultants and Student Assistants from Department of Psychology

Carolyn Barcus	Parent Group Leader
Henry Martin	" " "
Kathy Peterson	" " "
Verl Prestwich	" " "

F. Resource Consultants and Student Assistants from Department of Special Education

Marvin Fifield	Department Head
Lionel Brady	Consultant
Jim Butler	Upward Bound
Abbie Megill	" "
Julia Collins	Utah School for the Blind
Alan Hofmeister	Consultant
Sara James	"
Christine Mueller-Schwartz	Screening Committee
Dwayne Peterson	Consultant
Phyllis Publicover	"
Devoe Rickert	"
Delores Slusser	USU I.M.C.

Students as assistants for diagnostic and testorial activities

Earl Anderson	Susan Gilbert
Bill Bacon	Lanette Hansen
Judy Ivarrie	Clara Carver
Laura Lakin	Bill Warner
Carol Mosher	Susan Lund
Annette Pederson	Charolette Barker
Oscar (Pepi) Quintero	Michael Fuhriman
Joseph Stowitzchek	Lance Hanson
Laura Simmonds	Sidney Mendelson

G. Other Utah State University Staff Resources

Oral Ballam	Dean, College of Education
Walter Borg	Project Director, Utah Protocal Materials
Lois Downs	Health, Phy. Ed., & Recreation
Dorothy Lewis	Child Development and Family Life
Speech Therapists	Student Assistants
Leo Martinez	Ed. Administrator
James P. Shaver	Ed. Research
Ross Pederson	History

H. Volunteer parents serving as parent group leaders

Gaylord Ashcroft
Mildred Barker
Claudia Despain
Mary Despain
Margaret Stanley

I. Superintendents

Bryce Draper	Cache County
James C. Blair	Logan City
Robert Sundwall	Grand County
Wm. L. Garner	Ogden City
(contact - Byron Moore)	
Clark N. Johnson	Tooele County
(contact - Keith Steck)	

J. Other Personnel from participating districts

Keith Steck	Tooele
Jim Gowens	"
Don Lindsay	"
Alice Glenn	Ogden
Max Johns	"
Milt Kendrick	"
Jacqueline Kendall	Tooele

K. Other Participants

Dick Ulibarri	Weber State Consultant from Depart. of Ethnic Studies
Darnel Haney	" " " "
Joanne Gillis	Consultant from State I.M.C. Center
James Harris	Minority group seminar consultant
Vickey Harris	" " " "
David Richardson	" " " "
Hazel Richardson	" " " "
Don Harris	" " " "
Robert Hobson	" " " "
Regina Tsosic	" " " "
Ronald Tso	" " " "
Ernest Quiroga	" " " "
Irving Toddy	" " " "
Armond Accuttoroop	" " " "
Eric LaRose	" " " "

APPENDIX J

Trainee Names and Addresses

Follow-Through Locations for First Semester Personnel

Name	School Location For Follow-Through	Permanent Forwarding Address
(Teachers)		
Aldous, Dean S.	Harris Ele. School Tooele, Utah 84074	352 W. 440 S. Tooele, Utah 84074
Barker, Dwain	Helen M. Knight Sch. Moab, Utah 84532	229 Walker Moab, Utah 84532
Christensen, Denise	Wilson Ele. School Logan, Utah 84321	227 E. 10th N. Logan, Utah 84321
Daines, Mark E.	Lincoln School Hyrum, Utah 84319	161 E. 1st N. Hyde Park, Ut. 84318
Halverson, Beryl	Jefferson School Ogden, Utah 84401	4965 W. 3300 S. Hooper, Ut. 84315
Johnson, Ronald	Grantsville Ele. Grantsville, Ut. 84029	235 E. Cherry Grantsville, Utah
Peterson, Sherid	Wellsville Ele. Wellsville, Ut. 84339	275 E. Center Providence, Ut. 84332
Porter, Joanne	Dee Ele. School Ogden, Utah 84401	c/o Golden Porter Morgan, Ut. 84050
(Aides)		
Balls, Elease	Wellsville Elementary Wellsville, Ut. 84339	263 S. Center Wellsville, Ut. 84339
Brown, Dorothea	Lincoln School Hyrum, Utah 84319	Box 280 Hyrum, Utah 84319
Meza, Dora	Dee School Ogden, Utah 84401	2130 Reeves Ave. Ogden, Utah 84401
Nelson, Karma	Grantsville Ele. School Grantsville, Utah 84029	Grantsville, Ut. 84029
Norris, Venna	Wilson Ele. School Logan, Utah 84321	1007 Bonneville Logan, Utah 84321

Name	School Location For Follow-Through	Permanent Forwarding Address
Sawyer, Carol		27L U.S.U. Apts. Logan, Ut. 84321
Treseder, Antonia	Jefferson School Ogden, Utah 84401	125 W. Doxey Ogden, Ut. 84401
Winters, Jolene	Helen M. Knight Sch. Moab, Utah 84532	239 S. Walker Moab, Ut. 84532

Follow-Through Locations for Second Semester Personnel

(Teachers)

Brunson, Byron Vern	Tooele Central Sch. Tooele, Ut. 84074	554 Isgreen Circle Tooele, Ut. 84074
Eskelson, Bernice	Summit School Smithfield, Ut. 84335	51 N. 425 E. Smithfield, Ut. 84335
Grow, Leslie	Dee School Ogden, Utah 84401	932-23rd W. Bsmt. Ogden, Ut. 84401
Hansen, Janeen	Jefferson School Ogden, Utah 84401	913-6th S. Ogden, Ut. 84401
McBride, Virginia	Dugway Ele. School Dugway, Utah	70 E. 2nd Ave. Dugway, Utah
Morton, Denise	Hillcrest School Logan, Utah 84321	77 E. 6th N. Logan, Utah 84321
Porter, Max	River Heights School Logan, Utah 84321	2154 N. 8th E. Logan, Utah 84321
Tibbetts, Mary	Southeast School Moab, Utah 84532	Box 967 Moab, Utah 84532

(Aides)

Garcia, John E.	Jefferson School Ogden, Utah 84401	660-26th St. Ogden, Utah 84401
Harris, Virginia	Summit School Smithfield, Ut. 84335	175 N. 4th W. Smithfield, Ut. 84335
Nielser, Ruth S.	River Heights School Logan, Utah 84321	469 E. 7th S. Logan, Utah 84321

Name	School Location For Follow-Through	Permanent Forwarding Address
Phillips, Donna	Dugway Ele. School Dugway, Utah	507 B Peak St. Dugway, Utah
Rael, Kathy	Harris Elementary Tooele, Utah 84074	241 N. 7th St. Tooele, Ut. 84074
Raymond, Rita Mae	Adams School Logan, Utah 84321	683 N. 3rd E. Logan, Utah 84321
Rudd, Helen	Southeast Ele. School Moab, Utah 84532	P.O. Box 1145 Moab, Utah 84532
Salazar, Nora Lee	Dee School Ogden, Utah 84401	1601 Kiesel Ave. Ogden, Utah 84401

APPENDIX K

Student Teachers' Names and Addresses

NAME	ADDRESS	GRADE
Allredge, Gerri M.	790 N. 2nd W., Logan, Utah	PU I
Andersen, Gloria	549 E. 2nd S., Hyrum, Utah	PU I
Anderson, Julianne		6th
Anderson, Kathy B.	38H USU Apts., Logan, Utah	PU II
Barrett, Toni		PU I
Bischoff, Jane	669½ E. 5th N., Logan, Utah	PU I
Bowen, JaNel	682 N. 5th E., Logan, Utah	PU I
Brower, Holly	761 N. 750 E., Logan, Utah	PU III
Budge, Jerry	380 Canyon Rd., Smithfield, Ut.	PU I
Call, Alden	285 S. 250 E., Richmond, Utah	PU I
Christensen, Maxine	455 Crescent Dr., Logan, Utah	PU I
Christiansen, Jan	462 N. 200 E., Logan, Utah	PU I
Cook, LaDawn		PU I
Doone, Judy	271 N. 1st E. #4, Logan, Utah	5th
Douglas, Cindy	277 E. 1st S., Smithfield, Utah	PU II
Edmiaston, Merrily	17 S. 5th E., Logan, Utah	PU III
Erickson, Marie	Smithfield, Utah	PU I
Evans, Holly	675 N. 8th E., Logan, Utah	PU I
Firth, Sheri	643 E. 5th N., #5, Logan, Utah	PU III
Fishburn, Jennie	521 W. 4th N., Logan, Utah	5th
Fraser, Susan	173 W. 6th S., Logan, Utah	PU II
Gilbert, Carla	412 Merrill Hall, Logan, Utah	PU III
Green, Lynn	47 N. 2nd E., Smithfield, Utah	PU II
Gresswell, Mary G.	848 N. 5th E., Logan, Utah	PU I
Gruenig, Allen	Smithfield, Utah	6th
Hall, Luke	Rm. 11 Valli Motel, Logan, Utah	6th
Israelson, Laurie	1729 N. 12th E., Logan, Utah	5th
Israelson, Reta	RFD #1 Box 184, Logan, Utah	5th
Jenkins, Catherine	644 E. 6th N. #10, Logan, Utah	5th
Jenkins, Kendall	58 N. 3rd W., Logan, Utah	6th
Johnsen, Darla	365 S. 1st W., Logan, Utah	PU III
Joy, Devon	805 E. 1st N., Logan, Utah	PU III
Kalkwarf, Nancy	627 E. 12th N., Logan, Utah	PU II
Larsen, Carol		PU I
Larsen, Melvin		6th
Miller, Kenna	661 E. 6th N., Logan, Utah	PU III
Miller, Marianne	2665 N. 8th E., Logan, Utah	PU II
Mobley, Jane	745 E. 900 N. #33, Logan, Utah	6th
Nelson, Karma		PU III
Nielson, Linda	80 S. Hillside Circle, Logan, Ut.	PU I

NAME	ADDRESS	GRADE
Obrey, Susan B.	843 E. 980 S., Logan, Utah	PU II
Olsen, Kathryn	669½ E. 5th N., Logan, Utah	PU II
Page, Verla		PU III
Palmer, Cameron	181 N. 8th E., Logan, Utah	PU I
Passineau, Lynn Sue	775 N. 4th E., Logan, Utah	PU II
Peterson, Carol		PU II
Pettit, Lanette	1072 Bonneville, Logan, Utah	PU II
Reed, Ann W.	345 N. 3rd E., Logan, Utah	PU I
Rose, Milton	422 N. 400 E., Logan, Utah	PU III
Satterwhite, Zetta	7330 W. High Rise, Logan, Utah	PU I
Shiozaki, Susan	412 Merrill Hall, Logan, Utah	PU I
Sorensen, Sheri	3G USU Apts., Logan, Utah	PU I
Stephens, Vicki Lee	3806 S. Sunnyvale, Logan, Utah	PU I
Taylor, Barbara	830 E. 275 N. #3, Logan, Utah	PU I
Thomsen, Lynette	45 E. 200 S., Logan, Utah	PU I
Thomson, Brent		PU III
Wilhelm, Gloria	684 E. 7th N., Logan, Utah	PU I
Winter, Donale	462 E. 7th N., Logan, Utah	5th
Wiser, Pamala	23F USU Apts., Logan, Utah	PU I
Wuthrich, Carolyn	430 E. 5th N., Logan, Utah	PU I
Young, Betty	1388 E. 9th N., Logan, Utah	PU I

APPENDIX L

A RATING SCALE FOR MEASURING A CHILD'S SELF CONCEPT

Ann FitzGibbon
Far West Regional Lab

Child's Name _____ **Age** _____ **School** _____ **Date** _____

Teacher's Name _____ **Grade** _____

Directions: Read carefully the attached behavioral descriptions of the nine areas to be rated below. Then make a mark on each line to describe where this child stands **in relation to his/her age group** in that behavior. For instance, if you feel he/she is a little above average in Self Awareness, make a mark √on the line following that concept somewhere between "3" and "5". If you feel he/she is quite low in Appropriate Emotional affect, make a mark √ on the line following that concept over the "1".

	LOW		AVERAGE (or don't know)		HIGH
Self Awareness	___ 1	___ 2	___ 3	___ 4	___ 5
Appropriate Emotional Affect	___ 1	___ 2	___ 3	___ 4	___ 5
Good Relationship with Family	___ 1	___ 2	___ 3	___ 4	___ 5
Good Relationship with Peers	___ 1	___ 2	___ 3	___ 4	___ 5
Efficient Verbal Participation	___ 1	___ 2	___ 3	___ 4	___ 5
Positive Approach to Learning	___ 1	___ 2	___ 3	___ 4	___ 5
Realistic Reaction to Success/Failure	___ 1	___ 2	___ 3	___ 4	___ 5
Self Satisfaction	___ 1	___ 2	___ 3	___ 4	___ 5
Realistic Level of Aspiration	___ 1	___ 2	___ 3	___ 4	___ 5

The 9 Psycho Social Factors in the Responsive Self Concept Test

Ann FitzGibbon
Far West Regional Lab

1. **Self Awareness.** The child assumes responsibility for his own actions. That is, when a toy is broken or a book torn accidentally he does not blame it on another. Further, he does not appear overly apprehensive about punishment for the accident On other occasions he can respond freely to questions about what he is thinking, or feeling. Sometimes the child offers comments such as "I think" or "I want" or "I am afraid of." If there is another in the classroom who appears to especially like or dislike this child, he is not unduly upset by this. He sometimes does things which please another without receiving material gain

2 **Appropriate Emotional Affect**. The child is usually cheerful. While he may occasionally cry, he has no extreme shifts in mood He is usually even tempered but is able to show justifiable anger. He can express the appropriate emotion in a situation. He acts pleased, surprised, disappointed; in short, he has a wide range of emotional expressions which he calls on when necessary. He is not overly dependent on the teacher.

3 **Good Relationship with family** The child talks freely about his family mother, father, brothers, and sisters. When he is asked questions about his home, he responds without embarassment or negative affect. He expresses a desire to take things from school home with him. He talks about what he does at home, and about activities which he shares with his parents. He relates to other children what his parents say or do. Sometimes he brings something from home which he shows with pride

4. **Good Peer Relationships**. The child generally gets along well with his peers He is neither apprehensive nor withdrawn. He does not pout, whine or attempt to dominate. He does not bully others, nor tattle on them. He appears to be at ease with the other children He is welcomed by others into play groups; sometimes he is sought out by them for advice or reassurance There is no one child with whom he consistently has problems.

5 **Efficient Verbal Participation**. The child does not have difficulty in expressing himself clearly (unless due to a physical impediment or language handicap) He is not "tongue-tied" or reluctant to respond to questions. He has a normal-to-high frequency of verbal interaction with teacher and with peers, although he is not a "chatter box." Other children seem to have no difficulty in understanding him. He volunteers information easily. He appears to understand what others say to him He does not withdraw from verbal participation and can give more than one word answers.

6 **A Positive Approach to Learning**. The child is willing or even eager to try out new tasks. He does not appear to have difficulty in settling down to work He seems to enjoy testing his ability. He does not always need direction, and can take part in an activity (without getting out of hand) which lacks complete structure. If perplexed, he asks questions instead of waiting for directions. He sometimes persists at difficult tasks.

7 **Realistic Reaction to Success/Failure**. The child can be corrected without being unduly upset. If he is praised, he does not become embarassed He is realistically proud of the work he does, as evidenced by pointing it out to others. He can continue to work even after experiencing failure. If a new direction is indicated, he can channel his efforts without argument, or without being unhappy.

8. **Self-Satisfaction.** The child is not overly concerned about what others think of him. He does not "show-off" if a stranger is in the classroom He does not constantly seek reassurance from others. He is not boastful about his own belongings, products or himself nor is he critical of other children. He does not try to be the center of attention. He is not ashamed of himself or his belongings or hesitate to display his work when asked to do so. He does not 'hang on' the teacher

9 **Realistic Level of Aspiration**. The child sets realistic goals for himself. If given a choice of things to do or objects with which to play, he chooses where there is an even chance of mastery. He does not consistently choose to work at tasks which are so difficult that failure is assured. He does not always choose the easiest task, where success is certain The level of problem solving at which he chooses to work is commensurate with his abilities.

APPENDIX M

The Original SODIA Model

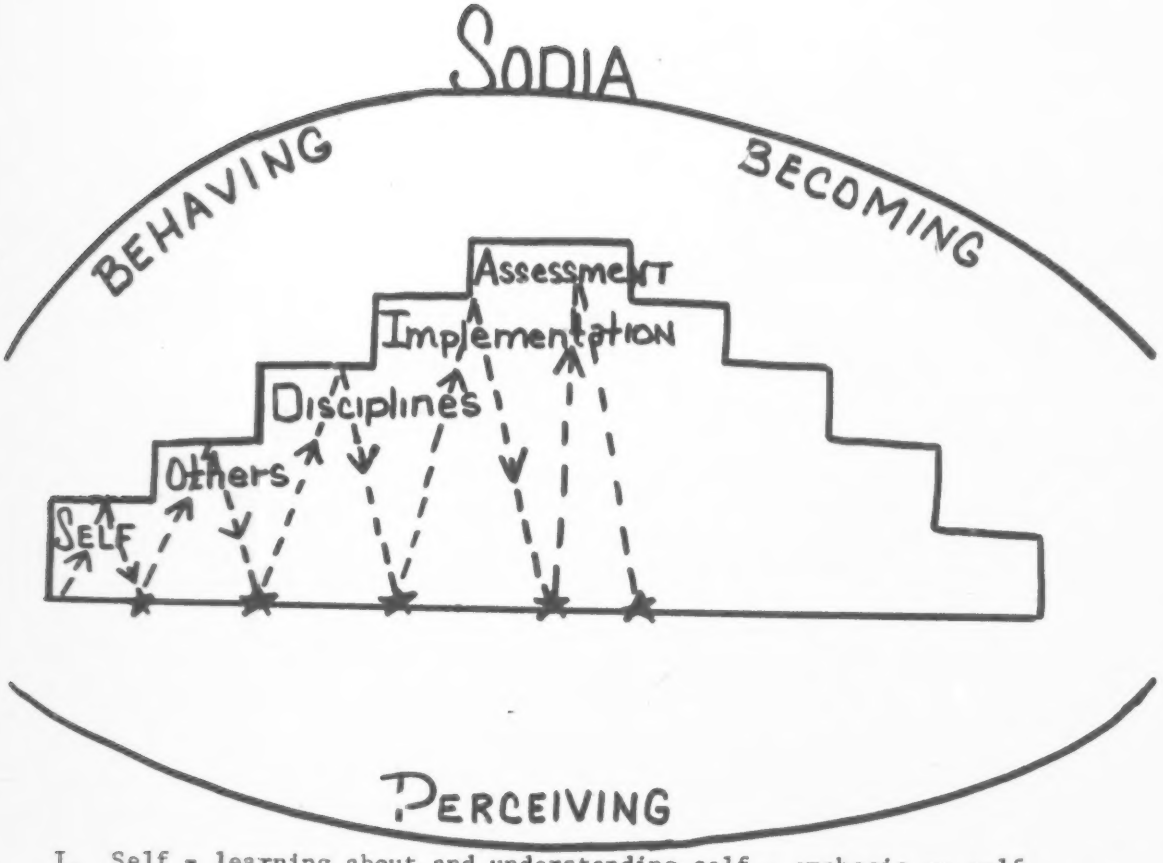
The following model was coined by a committee made up of about one third of the members of the U.S.U. Department of Elementary Education at a retreat at Park City, Utah on September 20 - 22, 1971. Members of that committee were:

Morris Mower: Chairman
Bruce Arneklev: Recorder [2]
Malcom Allred
James Blair [1]
Fernel Kump (Graduate Assistant)
Jean Pugmire [1]
Ruth Rice
Muriel Robbert [2]
Helen Tanner [1]
Evelyn Wiggins

The model was submitted to the department head in the form published here by the committee recorder on the day following the retreat. The department adopted the model and has been struggling with its implementation since that time.

[1]Members who work directly at the laboratory school which houses the EPDA Project.

[2]Members whose salary is paid in part or in full by the EPDA Project, and who work directly at the laboratory school which houses the EPDA Project.



I. Self - learning about and understanding self - emphasis on self (individual)

II. Others - knowing and working with others - emphasis on introduction to people in education

III. Discipline - 3M's (major, minor, methods) - Methods at E.B. School

IV. Implementation - Student teaching - emphasis on application of items I, II, and III

V. Assessment - Individualized study and work - emphasis on individual professional student

★ "Muriel" lines depicting continuous interaction between various levels, always refocusing on the self as the foundation.

S O D I A

Underlying Philosophy: We recognize the individual as the elemental gestalt in all human activities. The individual is the single unit, or building block from which a group and the society is constructed. Humane activities are initiated, developed, utilized, and concluded by an individual or by individuals.

Elements of this philosophy can be expressed through the implementation of the SODIA model. Activities in process or proposed at USU could serve to operationalize that model in the following manner at each respective level of experience.

I. Promoting of awareness and acceptance of self.

A. Elementary Education 100 under the direction of Jean Pugmire to be required of all students on entry to the elementary education program. Time expended and credit received would be dependent upon the qualifications of the candidates. Seniors in the program and graduate students would serve to reduce group size and facilitate peer interaction and self evaluation by members as to their appropriateness for continuance to the education credential. Elements of the curriculum would be individualized and might be represented by such activities as:

1. the use of psychometric measures and participation in group or individual counseling.

2. working as a pink lady in a hospital.

3. involvement with the Weber-Thiokol "sensitivity" unit.

4. being a "big brother" or "big sister" to a child, especially a handicapped or culturally different child.

B. Criteria = enhanced self-concept and congruence.

II. Promoting awareness and acceptance of others.

A. Elementary Education 301 under the direction of Malcom Allred to be required of all students in a manner to be refined during the current exploritory phase at the Woodruff School. Components of this program would insure substantial contacts with children and the theoretical underpining of learning. Elements of this experience probably would include:

1. human growth and development (prenatal to age twelve)

2. history and philosophical foundations of education.

3. orientation to reading and the promotion of listening/observational skills.

B. Criteria for determining competency could be the acceptance of children and differences among them, and/or the ability to empathize with children.

(Levels I and II should be implemented in early 1972 and could be used as partial and/or complete experiences for para-professionals.)

III. Promoting awareness and acceptance of the disciplines and their interrelationships with ultimate proficiency in various major, minor and methods areas of concentration.

A. A block or blocks of several disciplines team taught by members of the Department of Elementary Education and/or other departments in the laboratory school, open classroom setting with children. Elements of this (these) blocks might include, but not be restricted to:

1. mathematics
2. language arts
3. reading
4. social science
5. science
6. art
7. literature
8. music
9. special education
10. vocational-technical education

B. Criteria to evaluate and/or determine competency would be specified by performance in the respective disciplines.

IV. The implementation of learnings attained through experiences I, II, and III in naturalistic settings.

A. Student teaching under the direction of Evelyn Wiggins.

B. Criteria for evaluation and/or to determine competency to be derived from respective settings and in conjunction with cooperating teachers.

V. A terminal period to strengthen competencies in areas of interest or deficiency.

A. Readings and conference or field study to be contractually arranged with advisors. Possible work during this period might include, but would not be restricted to:

1. advanced study in areas of interest.

2. suplemental student teaching in an inter-city school or culturally different environment.

3. group leadership in elementary education 100.

4. research and/or the development of new instruction techniques and media.

B. Criteria for evaluation and/or competency to be derived conjointly by advisors and students.

The foregoing SODIA model meets the following specified needs for an educational model to serve as:

1. an explicit program which is salable, and not only implicitly good.

2. a program that builds flexibility into trainees, so that they can be responsive to a changing society and fluxuations in their own needs.

3. a program with built-in opportunity for differentiated staffing which is flexible as staff members take on new and different roles.

4. a program which handles organization so that time can more appropriately be spent meeting student needs.

5. a program with flexibility for meeting the needs of students who enter with different competencies.

6. shifts the emphasis from courses to blocks so that constructive interaction and feedback between and among staff and students is more likely.

"A person who grabs the ball and runs, doesn't give other learners a chance to dribble."

(Malcom Allred)

Group II

Morris Mower (leader)

Bruce Arneklev (recorder)

APPENDIX N

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT
WASHINGTON, D.C. 20202

February 4, 1972

Professor Jean Pugmire
Director, Special Education Training Program
Edith Bowen Laboratory School
Utah State University
Logan, Utah 84321

Dear Professor Pugmire:

I am writing to you at this early date while the memories of my visit to the project which you direct are still fresh in my mind. First, again, many thanks for your most generous hospitality. The two major perceptions relative to the project are; one which deals with the concept of positive response to the variability among children is bountifully obvious. While others give lip service to the concept of variability, you and others at the Edith Bowen School have operationalized the concept. I also observed the concept of variability in operation among your former EPDA participants, both teachers and aides, in the Ogden schools. The second major perception deals with the obviously high regard for children which is so pervasive at Bowen, from Dr. Jackson to the teachers and aides, as well as among the EPDA project staff members. Dr. Jackson and his staff are to be commended for their achievements in maintaining such a high level of regard for children.

I think that I can best sum up my feelings about Edith Bowen School and the EPDA project by saying that I wish my own children had the opportunity to participate in such a program.

Best wishes in your future project activities and I look forward to seeing you in Washington, D. C. early next month.

Sincerely,

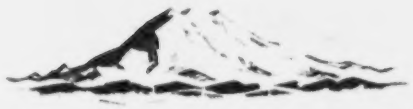
Malcolm D. Davis
Chief, Exceptional Children Branch

cc:
Dean Oral L. Ballom, College of Education
Utah State University

Dr. Kenneth Farrer, College of Education
Utah State University

ANGELO GIAUDRONE, SUPERINTENDENT
TONEY SHELTON, SUB. MGR. AND DEPUTY SECTY.

MICHAEL J. STERBICK, PRESIDENT
FRANK J. GILLIHAN, VICE-PRESIDENT
JOHN H. ANDERSON
J. L. BOZE
DAVID R. TUELL, JR.



TACOMA PUBLIC SCHOOLS

ADMINISTRATION BUILDING · TACOMA AVENUE AT SO. EIGHTH
P. O. BOX 1357 · TACOMA, WASHINGTON 98401 · FU 3-1811

November 19, 1971

Miss Jean Pugmire
Edith Bowen Laboratory School
Utah State University
Logan, Utah 84321

Dear Jean:

I have violated one of my resolutions to write immediately after an experience so that everything is fresh! My intent was to write you immediately after getting back home but then matters became more hectic and my writing to you was deferred. I am sorry.

First of all I want to thank you and your colleagues for the very pleasant experience that was mine during my visit to your campus. Without exception I met cordial and competent people. This is a most pleasant kind of thing and one for which I am grateful. It was good to be with you and your people in both a professional and social setting. In fact, one of my impressions is that you work together so well professionally because you do so well socially on a very personal basis.

Now I would like to restate some of the perceptions that became mine as I worked with you during those two days:

> The classroom attitude emanating from teacher attitude which you have developed is truly outstanding. The teachers are relaxed with a very active classroom. Teachers are relaxed with handicapped children in the classroom. The teachers are relaxed with aides and parental helpers and other helpers in the classroom. To me this accomplishment is major. It probably cannot be documented in so called heart ways but should be documented in terms of describing your process, the before and after, and the experiential stuff in between.
>
> The handicapped child in the regular classroom was not obvious to me at all. This is to the credit of your staff and the very fine inclusion processes they have developed. The handicapped child was not identified by staff nor by other children nor by himself.
>
> I saw great deal of attention to the individual student. Multiple approaches were in abundant evidence. Multi-sensory approaches, flexible grouping approaches and the use of any and all materials that might work were very evident. To me this is a strength of a program in that the approaches and materials are fitted to the child rather than the child to some rigid fanatical singular approach.

SUPPLY AND MAINTENANCE BLDG. · 3321 SO. UNION AVENUE

Miss Jean Pugmire November 19, 1971

Again, I was impressed with the happy staff. I am sure that there are days when each staff member is not so happy but in general I saw happy, positively oriented staff. This means a great deal for it leads to happy children who then are available to learning and become productive.

Of interest was your program of follow-up by which you seek to give some attention to the former trainee and their current school district situation. This is excellent, usually a weakness of most programs and should be strengthened if you have any chance to do so.

Perhaps worthy of specific note is your abundant use of many materials and your avoidance of becoming locked into any one material approach.

One of the greatest strengths of your project is the climate you have developed in the classroom. Again I suspect this is very hard to document with hard evidence as to how you got there but above all, please describe the process so that others might emulate it.

My suspicion is that your greatest contribution will come from dealing with soft data mostly in the form of description of the processes you used. Your base line could be the former style of each one of your trainees when they worked in their own classrooms. I think I picked up that they were fairly conventional and group oriented. Now I picked up that they are certainly not conventional, they are climate oriented and individual oriented.

As an extension of your current activity maybe you can find some ways of demonstrating that what you have in your classrooms, with the assistance of many people, can be accomplished in a classroom in the real public school district world where you have one teacher and a group of children. I did talk with several of your trainees about this point and they thought that when they got into their own classroom and were alone they might be able to accomplish the same climate and the same inclusion and the same individualization. Perhaps you could demonstrate this in certain ways either by bringing in successful former trainees or by setting up a different kind of demonstration classroom in the lab school.

Continue your good work in developing even closer ties with the school districts who relate to your projects. Possibly an advisory group of parents from those school districts might be of some assistance to you. They, too, might be of assistance in your public relations and dissemination responsibilities.

Certainly continue your work to develop more input into teacher education itself. Teacher education is not going to accommodate handicapped children by simply adding a course in special education. Teacher education will accommodate handicapped children when human variability is considered in its full range within the entire content and process of teacher education. We talked about this and I know this is where you stand, so good luck in pursuing this with your dean and other colleagues.

Miss Jean Pugmire

November 19, 1971

I thank you for the pleasure and reward of my visit with you and your staff. Please greet them from me and express my best wishes to them.

One final thought: As a part of my responsibility as a project advocate, may I send a copy of this letter to Dr. Evelyn Deno and Dr. Maynard Reynolds? This I would do only if I receive permission from you.

Best regards.

Sincerely,

Henry J. Bertness

Henry J. Bertness
Assistant Superintendent
Pupil Personnel Services

HJB:tm

APPENDIX P

Stimulating Parental Involvement in a School Program

by Carolyn Barcus

Program.

The program was designed to teach parents to become more effective. The format used was developed by Rudolf Dreikurs, following Adlerian psychology. Principles of behavior discussed in Children the Challenge by Rudolf Dreikurs were the primary topics. Group leaders also used a companion study guide to the text which had been authored by Dreikurs and Vickie Stoltz.

Group Organization.

Parents were notified of the program by an open letter which each child took home from school. Personal letters were mailed to parents of children who had been identified as having special education needs. Posters were also placed in the offices of several physicians in the community. Each meeting began with a general orientation in which the total groups met together. During the second half of the meeting individuals met in groups of about ten parents each. Parents were randomly placed in groups initially but then they generally stayed in the same groups as they progressed through topics of discussion.

Group Leaders.

Initially graduate students from the U.S.U. Department of Psychology served as group leaders. Guidance provided by the text and leader manual provided direction whereby lay parents learned to serve first as co-leaders and then as group leaders. The program was designed so that lay personnel in consultation with program directors could provide group leadership. Educational sophistication was not a prerequisite. In fact, it often was a handicap.

Facilities.

The public school auditorium was used for the initial introduction at each meeting. Then the group members dispursed to various classrooms. The cafeteria was used as a nursery for children age four and older, and a large office was used for younger children. Splitting the children into two groups was found to improve possibilities for supervision, and contributed to the enjoyment which children had.

Time.

Meetings were scheduled at a time which was most convenient for parents and leaders. Generally this was for two hours in the evening. A concurrent leadership training program met for four hours each week, credit being optional to those who wished to attend.

Approximate Schedule and Critical Steps

As a graduate student on a practicum assignment at Edith Bowen School, I was using some of the Dreikurs techniques with teachers. In April, I discussed the possibility of holding a workshop for parents using those methods. The administration approved, and a letter was sent to parents informing them of this opportunity, which was sponsored by the P.T.A. The parents became enthusiastic about results they were able to see, and this enthusiasm on the part of two parents became a critical factor in the development of the parent study groups.

The parents who were most enthusiastic were sent ot a conference in Oregon, which served to increase their knowledge and enthusiasm.

A summer parent group was formed and met throughout the summer.

In the fall after school had begun, letters were again sent to all parents informing them of the parent study groups. Posters were placed in doctors' offices and the groups were introduced into other schools via their PTAs. Special letters were sent to parents whose children were having difficulty in school, inviting them to attend study groups. The group leaders class was also started fall quarter at USU.

In January, Oscar Christiansen, a leader in the field from the University of Arizona, Tucson, was invited to speak to Edith Bowen parents and teachers. His visit further stimulated interest in the parent groups. The use of outside personnel was a critical factor, because there was a lack of knowledgable personnel in the immediate area. The attached list gives references of those who are and/or may know of experts residing in other areas of the United States.

This program was particularly conducive to stimulating parental involvement because the information given was not complex and was very practical. The method was effective in changing the misbehavior of children. The use of groups to study the concepts and relate them to personal experiences increased the impact and contributed to parents' enjoyment.

Consultants for Adlerian/Dreikurs
Parent, Teacher, and Child Study Groups

Dr. Oscar Christiansen
Counseling and Guidance Dept.
University of Arizona
Tuscon, Arizona

Dr. Rudolf Dreikurs
6 No. Michigan Ave.
Chicago, Illinois 60602

Sue Grunewald
724 Dos Robles Place
Alhombra, California 91801

Dr. Ray Lowe
Dept. of Education
University of Oregon
Eugene, Oregon 97403

Dr. D. Eugene Mead
Dept. of Psychology
Brigham Young University
Provo, Utah

Dr. W. L. Pew
2334 Como Ave.
St. Paul, Minnesota 55108

Mrs. W. L. Statten
780 N. Cliff Dr.
Salt Lake City, Utah 84103

W. E. Steele
10222 St. Dennis St.
St. Ann, Missouri

Dr. Ray Troyer
So. Illinois University
Edwardsville, Ill. 62025

APPENDIX Q

Partcipants at the Utah EPDA Administrators Conference

EPDA Staff	Bruce Arneklev
	Joan Bowden, Edith Bowen Teacher
	Arthur Jackson
	Reed Morrill
	Jean Pugmire
	Phyllis Publicover
	Marjorie Rappleye, Edith Bowen Teacher
	Muriel Robbert
	Susan Shandruk, Project Secretary
	Joan Thorkildsen
USU Staff	Dean Oral Ballam, Dean of College of Education
	Dr. Kenneth Farrer, Head of Secondary Edu. Depart.
	Dr. Marvin Fifield, " " Special " "
	Dr. Ronald Petrie, " " Elementary " "
Logan City	Mr. Eldrid Larsen, Pupil Personnel Director
	Ruby Moody, Ele. Supervisor
	Sherman Hansen, Prin., Logan Jr. High
	Helen Morris, Counselor, Logan Jr. High
	M.T. Butterfield, Teacher, Logan Jr. High
Cache Co.	C. Bryce Draper, Supt.
	Reva Wallace, Ele. Supervisor
	Guy Pullsipher, Wellsville School Principal
	Reed Jensen, Lincoln School Principal
	Harold Grunig, Park School Principal
	Murray Rigby, Summit School Principal
	Richard Roberts, River Heights School Principal
	Ned Bodily, Park School Principal
Ogden	Gerald Raat, Asst. Superintendent
	Byron Moore, Director, Ele. Ed.
	Max Johns, Jefferson School Principal
	Milt Kendrick, Dee School Principal
	Alice Glenn, Dee School Teacher
Tooele	Clarke Johnsen, Supt.
	James R. Gowans, Ele. Supervisor
	Keith Steck, Pupil personnel director
	Don Lindsay, Harris School Principal
	John Shepherd, West School Principal
	Joseph Koeven, Grantsville School Principal
	Bernett Baldwin, Tooele Central School Principal

Grand	C. Robert Sundwall, Supt. John Olearian, Helen M. Knight School Principal Doris Wilson, Director of Title I Programs and Aide Supervisor J. Scott, Elementary Counselor
ABT Assoc.	Dr. Jay Gotthlieb Mrs. Linda Hailey
UEA	Dorothy Zimmerman, Assoc. Exec. Sec.

APPENDIX R

Program

for

EPDA CONFERENCE - December 16 & 17 - World Motel (Globe Room) - S.L.C.

THURSDAY, DECEMBER 16

11:30 - 1:00 - Lunch
- Introductions
- History of EPDA at USU
  - Dr. Kenneth Farrer

1:30 - 2:15 - Objectives and Progress of the Project to Date
  - Dr. Bruce Arneklev

2:15 - 3:30 - Practicum - Edith Bowen School and the Setting in which the Training of the Participants Occur
  - Dr. Arthur Jackson and Members of Edith Bowen Staff

3:30 - 4:45 - Break

3:45 - 5:00 - Reports from the districts

6:00 - 7:00 - Dinner

7:00 - Films and/or slide tape presentation

FRIDAY, DECEMBER 17

9:00 - 11:30 - Panel and Group Interaction
The procedure used in the identification, staffing, involving of the resources of the community, conferencing with parents, home visits, and the re-evaluation of a program planned to meet the needs of a specific child.
  - Joan Thorkildsen, Muriel Robbert, Phyllis Publicover, Reed Morrill, Edith Bowen Teachers

11:30 - 1:00 - Lunch

1:00 - 2:00 - Paraprofessionals (Roles)

2:00 - 4:00 - A look into the future
  - Kenneth Farrer, Jean Pugmire, Bruce Arneklev, Arthur Jackson
  - Dean Ballam, Dr. Ronald Petrie, Dr. Marvin Fifield

1. The 1972-73 Proposal
2. Examination of possible areas for inservice training (Learning disabilities, record keeping, staffing, etc., open classroom)
3. Service that we can offer, video tapes, audio tapes
4. Development and testing of teaching materials and packets.

APPENDIX S

UTAH STATE BOARD OF EDUCATION

1400 UNIVERSITY CLUB BUILDING, 136 EAST SOUTH TEMPLE STREET
SALT LAKE CITY UTAH 84111

WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

September 28, 1971

Professor Jean Pugmire
Director, EPDA Project
Edith Bowen School
Utah State University
Logan, Utah 84321

Dear Professor Pugmire:

This letter is in support of your proposal for continuing your EPDA Project, "A Program to Assist Educational Personnel to Teach Students of Wide Variability in Regular Classrooms." Having reviewed the project plan with you and other appropriate people at Utah State University, I find I am in harmony and in a position to support your plans for serving high-risk students in the junior high school next year. The students you have selected for participation in this program are appropriate. Your plans for in-service training of regular teachers and teacher aides to meet the educational needs of high-risk target group students appear to be functional and appropriate.

I am particularly impressed with the probability of a viable interface between special and regular educators in meeting the needs of high-risk students through a procedure that offers promise for reducing a kind of stigma that has occurred too often in meeting the special needs of special students. Also, your plan offers promise in helping to realize the goal set by U.S. Commissioner of Education Sidney P. Marland, that of providing an appropriate education program for all handicapped children by 1980. I believe the interface between special education and regular education, such as provided for in your project, can be a significant component in providing equal education for all children in Utah.

We have appreciated the cooperative attitude of project personnel in the past and look forward to continuing and improving this fine relationship in the future.

Sincerely,

R. Elwood Pace, Ed.D.
Coordinator
Special Education Programs

REP/lh

LERUE WINGET, Deputy Superintendent
Office of Instruction Services

VERE A. McHENRY, Administrator
Division of Instructional Support Services
Teacher Personnel (801) 328-5965
Special Education, Pupil Personnel (801) 328-5982

APPENDIX T

Project Objectives

1. Edith Bowen Laboratory School master teachers, experienced teachers, and educational aides will demonstrate an evidence of an increasing understanding in the knowledge related to educating handicapped children and will demonstrate how to locate resources for reference of authoritative diagnostic and and prescriptive procedures.

2. Experienced teachers will demonstrate application of newly-gained knowledge of children having variant learning abilities by cooperative planning in teams to meet the individual needs of the children in their classrooms as observed by master teachers. Aides will demonstrate their abilities to construct materials to assist in more diversified methods of teaching.

3. Educational Aides will demonstrate by performance in the practicum with children a recognition that after the experienced teacher maps out the long-range goals, the aide can contribute to the accomplishment of the daily, short-range goals.

4. Experienced teachers will demonstrate an understanding of the principles of curriculum development by applying procedures and carrying out short and long-range plans which relate to both regular and special education.

5. Experienced teachers will demonstrate an understanding of how to correlate two subjects in curriculum planning. Aides will demonstrate ability to explain verbally what the teacher is doing and why the curriculum design.

6. Trainees will develop the skills necessary to manipulate instructional media equipment.

7. Trainees will develop the manipulative skills necessary to construct visual aides for classroom use.

8. Trainees will demonstrate in the seminar sessions acceptance of the meaning of division of labor with compassion for the autonomy of each participant.

9. Student teachers will become sensitive to different learning disabilities as measured by their ability to react to learning problems of young children as they occur in classroom situations as an outgrowth of changes in teacher education from class lectures to various procedures of involvement of prospective teachers with children.

10. University students will be provided with opportunities to observe and work directly with children who possess variant levels of potential for learning to enhance learning in children, university students and project personnel.

APPENDIX U

Seminar Topics

Open School Concept
Piaget, stages of development, psychosexual development of the child
Anecdotal Records
Case Studies
Staffing
by Jean Pugmire

Staffing
Introduction to Special Education & UAF
Learning Disabilities Film and Discussion
Life Space Interviewing
Visit to Clinical Teaching Center and Discussion
by Joan Thorkildsen

Introduction to Emotionally Disturbed Children
Introducation to Behavioral Disorders
Program & Curriculum for Behavioral Disorders
Characteristics of the Emotionally Distrubed
by Phyllis Publiover, Spec. Edu.

Self Concept Assessment
Staffing
Objectives and Evaluation
by Bruce Arneklev

What can teachers do with children with hearing impairments?
Teaching the Hard of Hearing Child
by Jim Blair, E.B. M. of Hearing Teacher

Speech and Language Problems in Children
by Dr. Jensen, Communicative Disorders

Dreikurs Model
Adlerian Theory (parent groups)
by Reed Morrill

Student Teachers Seminar
Arts & Crafts
by Muriel Robbert

Explanation of Edith Bowen Library
Book Binding & Repairs
by Ruth Rice, Library

Movement Education
by John Fowler, Univ. of Colorado

Developmental Tasks
by Dorothy Lewis, Family Life

Utah Special Education Instructional-Media Center
by Joanne Gillis

Dr. Hofmeister's Handwriting Program (slides)
by Dolores Slusser

Lecture at Sunburst Lounge
by Rev. Ralph Abernathy

Black History
by Ross Peterson

Program on Black Culture
by Darnel Haney

Discussion on Black Culture
by Darnel Haney & David Richardson

Indian Culture
by Representatives from Spec. Services

Social Studies
by Dr. Jay Monson

Spanish American Culture
by Representative from Weber State Ethnic Studies

Spanish American Culture
by Dee School Children's Program

Introduction to Special Education & UAF
by DeVoe Rickert

Student Teachers Seminar
by Mary E. Carigan

Language Arts
by Evelyn Wiggins

Social Studies
by Jim Shaver

<u>Trips</u>

Visit to Dee & Jefferson Schools & State Industrial School, Ogden, Utah
Visit to Curriculum Library, Campus
Visit to Instructional Media Center, Campus
Visit to Cache Training Center
Visit to Art Barnes

APPENDIX V

Tooele Central School

Office of the Principal
55 North First West
Tooele, Utah 84074

June 28, 1972

Dr. Jean Pugmire
Edith Bowen Lab School
Utah State University
Logan, Utah 84321

Dear Jean:

I have a very special favor to ask of you and sincerely hope you have time with your busy schedule to help me out.

I am planning a three-day inservice workshop for six of my teachers who are going to be working with multi-aged groupings for the first time. This workshop will be held in August just before school opens. I would love to have you come down on the first day, August 21st and spend part of the morning with us to do a presentation on Multi-Age Grouping in an Informal Classroom atmosphere. We have $50 to help you out with your transportation and time.

Please let me know if you might be able to fit this into your schedule. I will not be around school very much after this week so perhaps you could let me know at my home address: 377 Upland Drive, Tooele.

I was notified the other day that the district was going to pay my way to your inter-institutional conference at Snowbird, so I am excited about seeing you again. Thank you very much for your consideration of my request. I hope you can make it. I have appreciated so much your assistance in the past.

Sincerely,

Bernett

Bernett L. Baldwin, Principal

APPENDIX W

P. O. Drawer P, Boulder, Colorado 80302 • (303) 449-3333

WICHE
Western Interstate Commission for Higher Education

June 29, 1972

Dr. Jean Pugmire
Department of Special Education
College of Education
Utah State University
Logan, Utah 84321

Dear Dr. Pugmire:

In the process of reading through the ERIC Document Resumes, I noted an article by you entitled: "A Program To Assist Educational Personnel To Teach Students Of Wide Variability In Regular Classrooms." Needless to say, I am interested in getting a copy of this report. If you have an extra copy, I would appreciate receiving it.

Keep up the good work and enjoy this beautiful summer weather.

Sincerely,

Jim Bradshaw

Dr. James A. Bradshaw, Director
Special Education for General Educators

JAB:bmt